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RECREATION

Formerly THE PLAYGROUND

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— July 1934 —

A Tin Can Carnival

By Zora Joy Gifford

A Neglected Language

By Henry S. Drinker, Jr.

The Pittsburgh Day Camps

On New Haven's Nature Trail

By Walter L. Wirth

Planning Summer Playground Programs

Volume XXVIII, No. 4

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Mere Play

"**H**E IS ONLY a play leader." "He has nothing to do with the serious work of the world." "In our classes we prepare children for business, for earning a living, for work."

Only a play and recreation leader. Only a person who helps a child in the glorious present moment to live; to do the thing that gives the utmost satisfaction; to knock out a home run on the baseball field; to swim, to dive; to fashion a miniature airplane that with rubber band power stays aloft for ten minutes; to build water-wheels that run; to tramp the woods and learn the trees and wild flowers; to learn the call of the birds; to sing, to dance, to be gay.

Only a play leader. Nothing to do with the serious work of life. Merely helping a child to be a light-hearted child, to live beautifully, simply, naturally in the present, to spread laughter and gayety and reality all about him. Helping children to be themselves, really to live—when they might be learning to work, preparing for business. Think of the training for work and business these children might have if these hours were not given over to play. If only the play leaders would use these play hours to train the children through their play in principles of buying and selling, of banking and trade. Instead they waste the children's time with music and dancing and poetry and fairy tales and idle games that are to have no part in serious life later.

O folly, folly. Have we lived so long in the presence of little children, so near to the heart of God, stood on such holy ground, watched the sacred flame in the burning bush and with our profane lips dare we prattle of what is serious, of what has permanent value and talk of using the play hours of children as a time for training for work and trade and say only a play leader?

Play is the serious business of childhood. The play of a little child is the most serious thing in all the world. Play is a part of a great whole. Play builds the cathedral of life. Play gives meaning to the world.

The play leader helps to build a world in which no longer is living always postponed until a future time that never comes; in which child and man alike are not afraid to live in the present; in which the present has at least equal value with the future; in which life itself is exalted; in which the end,—growth, fulfillment, abundant living is exalted beyond any of the parts that go to make up the whole.

Only a play leader. The hope of the future lies in the preservation of childhood, in winning grown people to the wisdom and simplicity of children. 'Except as ye become as little children, ye do not enter the kingdom of life.' "

HOWARD BRAUCHER.

JULY, 1934



Courtesy The Sportswoman

A Neglected Language

IN 1597 Thomas Morley—the composer of that delightful song 'It was a lover and his lass'—published a little book entitled *A Plaine and Easie Introduction to Practicall Musicke*, near the beginning of which he tells the following anecdote:—

Supper being ended, and Musicke bookes (according to the custome) being brought to the table, the mistresse of the house presented me with a part, earnestly requesting me to sing. But when, after many excuses, I protested unfaindly that I could not, every one began to wonder. Yea, some whispered to others, demanding how I was brought up; so that, upon shame of mine ignorance, I go now to seeke out mine old friend master Gnorimus, to make my selfe his scholler.

Just why, in the history of the civilization of different nations, there have been different fashions in music would be an interesting subject of inquiry. In Morley's day it was the fashion for cultured people to sing and play together, not for an audience to hear, but solely for their own pleasure and musical experience. Music was to them a form of speech, another language, used informally every day to supplement words in expressing emotion. So it was, too, for a hundred years after Morley. Perhaps the most vivid recollections of Pepys, to a music lover, are the trios and quartettes in the garden in which the maid, the cook, or the man-servant took a part. Indeed, Pepys would not hire a new girl until she had demonstrated her ability to take an intelligent part in the family music.

A hundred years after Morley, Handel started England singing his oratorios and developed the great choruses. Still another hundred years later, Paganini

By HENRY S. DRINKER, JR.
Philadelphia, Pa.

and Liszt, with their followers, set the whole world agog over virtuosity. Other nations have had other varying musical experience,

now engrossed with one musical fashion, now with another.

While in the United States we have as yet no such important musical history, within the past generation, at least, one musical fashion has changed for the better. It is no longer considered 'sissy' for boys, or queer and *infra dig.* for men, to take a serious interest in music, as was true when I was a boy; we can now hear superb performances of the best music by college glee clubs. Our present fashion in music, however, is to listen to bigger and better orchestras. During the past thirty years America has had a veritable orgy of listening. Orchestras, opera companies, and soloists, the greatest in the world, have flocked to our shores and played before packed houses. Our musical taste has thus been immeasurably

improved—witness the present popularity of Bach and Brahms; but how many of the thousands of intelligent men and women who attend all the concerts use music themselves as a means of self-expression, or even realize the possibilities of doing so?

With music as a form of passive entertainment at its zenith, music as a language, a form of speech available to the ordinary man and woman, is generally neglected. In Wales and in parts of England, the people all sing together as part of their daily lives and can read from the score as readily as could the guests at Morley's dinner party; in

One evening, five years ago, we asked about twenty of our musical friends to meet Mr. Zanzig and hear what he had to say about informal music in the home. Our singing on that evening, under his inspired leadership, has developed apace, until on last Sunday evening, with an amateur conductor, we sang, straight through, the fifteen choruses of the Bach Mass, with no audience but our 120 eager and excited singers.

My subsequent acquaintance with Mr. Zanzig makes me sure that everywhere he goes he leaves behind him similar nuclei teeming with potential growth for group singing.

Our American beauty roses of music are being amply cared for. Our need now is for gardeners who know how to make the daisies and violets of music grow and multiply all over the land. For this, the grandest imaginable head gardener is Mr. Zanzig.

—HENRY S. DRINKER, JR.

Germany and Austria and other parts of Europe, the average cultured person can usually both sing and play an instrument; but in America the performance of music is generally regarded as a thing apart, for the elect alone, the mysteries of which it is im-

possible for anyone to delve into except those possessing a special gift or talent. Although there is now an enormous demand for music for the listener, there is relatively little organized effort to enlarge popular participation in the performance of music. Its avowed patrons mistakenly suppose that the fundamental human need for emotional expression through music can be adequately satisfied by mere listening. People seem unable to believe that music can be as simple, direct, and personal as it really is. Accordingly, they persist in clothing it with unnecessary mystery and complexity.

Clearly, our present general failure to participate in music making is not due to any national lack of the musical faculty or to the absence of a desire by people to play or sing. We are directly descended from any number of musical nations; among the scores of persons to whom I have talked of this, I do not remember one intelligent adult, classed as 'non-musical,' who did not envy those lucky ones who are able to make their own music together. While the radio and the gramophone have perhaps contributed to the discouragement of some amateur virtuosi, these devices can no more eliminate permanently the fundamental need for the individual adventure in music than the movies can eliminate that for the individual adventure in love. On the contrary, by spreading the knowledge of music they will greatly stimulate the desire for general music making.

The fashion of listening is thus but a habit, engendered and perpetuated by a widespread misapprehension of the purpose and function of music in its relation to life and of the possibility for the direct participation in music by the average person. Music is too often associated with solos and virtuosity, amateur music making being considered a mere parlor trick. Instead, it should be regarded as a delightful new language, for the personal use of each one of us. If only our growing host of music lovers could be made to realize that they themselves can learn to take part in

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group music as easily and as well as they learn to play bridge or golf — some better, some worse, but all well enough to get along and enjoy it—we Americans would in a decade become the really musical nation which our genuine interest in music en-

titles us to be.

II

Doubtless performances by amateurs are greatly inferior, from an artistic point of view, to those of the professionals. Our present concern is not, however, for the effect of amateur music on the listeners, but for that on the performers themselves, whose musical development can be adequately achieved in no other way. By actually singing or playing together a great musical composition, the performers attain an intimate conception of its beauties and of the art of reproducing it which enables them, when they next hear it perfectly done by experts, both to understand the composition and to appreciate the performance in a way that no amount of mere listening could accomplish.

Practically everyone who has experienced the delight of singing or playing a great work of music with a group of serious and enthusiastic colleagues will, I believe, agree that the pleasure realized from a very mediocre performance far exceeds that from listening to the most perfect rendering by others, unless it be of a work which they have sung or played themselves. Since history began, our ancestors have used music—the song and dance, melody and rhythm—to release their supercharged emotions. Playing and singing together are a means of individual emotional outlet for which there is no substitute. To participate, with a group of reverent enthusiasts, in the performance of a work like the Bach B Minor Mass constitutes a spiritual experience which it is utterly impossible to attain vicariously, and which has the effect of smoothing out the participant's soul.

Games like golf, in which normally the players far outnumber the spectators, are what make Anglo-Saxons an athletic nation; not football, baseball, boxing, wrestling, and similar sports, in which practically all participation by persons past the prime of youth is by looking on. Probably 90 per cent of the spectators at a golf or tennis

match are there to see how it is that the experts do, so easily and perfectly, what they themselves do so badly, though with continued enthusiasm, pleasure, and physical benefit to themselves.

In musical education far too much attention has been devoted to the brilliance and technical perfection of the individual performance, too little to fitting the pupils for an effective part in group music. There has resulted an undue proportion of amateur soloists, whose knowledge of music is limited to the few selections which they have struggled to master. Many such beginners become discouraged and drop their music before they reach the period in life when they need and can enjoy it the most. If but a fraction of the time, effort, and talent required to turn out a poor soloist were devoted to teaching the pupil to read music easily at sight and to acquiring a first-hand acquaintance with the treasures of musical literature, most of these disheartened virtuosi would become capable and devoted ensemble singers and players, and so continue for the balance of their lives.

There are, also, it is to be regretted, some music teachers, particularly of singing, who are apparently more interested in exploiting their pupils for the benefit of the teacher than in fitting them to lead fuller and richer musical lives. These teachers unduly emphasize virtuosity and discourage group music, which they naturally fear as a menace to the continuance of the kind of music in which their profit lies.

III

While the general familiarity with music in America has vastly increased during the past thirty years, it is still far below our general familiarity with literature. On a recent trip abroad my family and I had, during one of the first meals, a short argument on a musical subject, which was apparently overheard by the passengers at the next table. When, after two or three days, we established the usual Atlantic intimacy with them, we found that I had been classified as the conductor of an orchestra in the Middle West, whereas I am simply a Philadelphia corporation lawyer. No one but a professional pianist or violinist is supposed to know how many violin sonatas were written by Beethoven, or to be able to recognize any of them. Even among professionals the general knowledge of music is often astonishingly narrow. The singers know only their songs and are for the most part interested prin-

cipally in voice production. Comparatively few instrumental soloists have any extensive familiarity with chamber music, much less with the great works for voices.

Our growing generation is taught literature, not with a false hope of discovering or developing new Shakespeares or Thackerays, but to enable the average citizen to write an intelligent letter, to turn a neat phrase in conversation, to be able to make or recognize an apt quotation; above all, to develop a real love for literature which will persist and grow as it nourishes itself through life, attaining its maximum of pleasure and satisfaction only with ripe maturity. What would be thought of a graduating class in English, however cleverly its members were able to recite a few poems or orations, if the greater part were unable to read aloud and understand a new page of ordinary prose, or if the reciters of Hamlet's soliloquy had never heard of the Sonnets and had no general knowledge of literature? The end of a musical education should not be the static ability to sing or play a taught repertoire, but the dynamic development, on a sound and broad foundation, of the power to use the tools and materials of music for the enrichment of the pupil's further musical life.

At present, musical education is, on the whole, perhaps better in the public than in the private schools, which are apparently held back more by tradition. The weakest spot is in the secondary schools, where the excellent training from the primary grades is lost because no time can be allowed for a subject which receives no college entrance credit. This cannot be remedied until the college authorities are convinced that an applicant who is able to play a four-voice fugue at sight on the piano, or to read intelligently a tenor part in a vocal quartette, evinces at least as much mental power and application as one who is able to translate 61 per cent of a page of Cæsar, or to solve the required percentage of problems in plane geometry. In its potentiality for cultural development in modern life, which accomplishment would appear to offer the greater promise?

At this very moment we are on the threshold of an era which promises a veritable musical renaissance, provided only we make intelligent use of that part of our new-found leisure which we devote to the fine arts. If we employ this leisure as did the Romans after Cæsar—lookers-on at amusements provided by others—we shall have

(Continued on page 211)

Planning Summer Playground Programs

ANY consideration of the summer playground program must be based on the assumption that three factors are available—the playground, the play leader and the children. It is obvious that each of these factors must be considered in preparing the program. Since there is a great difference between leaders, playgrounds and children in different communities, no standardized program can be prepared which will be suitable for every local situation. In this statement, however, some of the important factors are discussed and several suggested programs are presented.

Two essentials to the successful playground are (1) an intelligently prepared and well-balanced program of activities for the summer, and (2) an effective and wise administration of this program.

The necessity of careful planning before the playground opens is obvious. Such planning involves arranging a schedule of hours during which the playground will be open under leadership. It also includes a decision as to the hours each leader will be on duty. A most important feature is the daily schedule of activities which enables children and parents to know the hours at which special activities will be carried on. Frequently activities are not conducted each day but are scheduled one or more times per week. This necessitates not only a daily but also a weekly program. Furthermore, certain types of activities, especially feature events, are sometimes carried on only during one particular week. The preparation of a program, by weeks, for the entire summer is therefore essential. Only as these three types of programs—daily, weekly, summer—are worked out in advance is it possible to make sure that the playground will serve the various play needs and interests of boys and girls of different ages.

There are two important phases of playground program administration. One relates to the carrying out of the projects, the organizing of the



Courtesy Safety Magazine

groups, the conducting of the activities prescribed in the program and close adherence to the time schedule. Unless playground workers perform these duties, the program has little value. On the other hand, the playground is not like the school where classes *must* start and

stop precisely at the time scheduled and where a prescribed curriculum must be covered. Children come to the playground and engage in its activities through choice. Compulsion has no place in the playground activities. In arranging periods the length of time which the various activities are likely to require should be taken into account, but if a group requires more time than is scheduled to complete a project or a game, it should be permitted to continue the activity. The same principles apply in the case of the special events or weekly features. If, as the summer advances, experience indicates that certain features should be omitted or more or less time be devoted to them, the schedule should be revised accordingly. In other words there should be flexibility within a planned program.

Playground Activities

Before a person can intelligently plan a playground program, he must have a knowledge of the great variety of activities which are suitable for use on the playground. He must also know how these activities are organized and can be made to fit into the playground program. Therefore, before discussing methods or principles of program planning, consideration will be given to the activities on which programs are built.

The types of activity which can be carried on successfully on the summer playground are limitless. The leader who is resourceful can adapt old forms of play and devise new ones. The following lists of activities and features are not intended to be comprehensive but they include a majority of those which are most popular and widely used. They should be helpful in outlining the possibili-

ties in the play program and in calling the attention of leaders to activities which otherwise might be overlooked. They are classified according to types and also on the basis of their organization and use in the playground program.

Routine Activities

There are several kinds of play which have come to be recognized as having a regular place on the playground program. No playground may be considered as having a well-balanced program unless several of these types of play have a place upon it. Naturally many of these types comprise a great variety of activities, some of which will be listed in detail later, and from which selections will be made by the leader.

Low organized games	Team games
Apparatus play	Track and field events
Wading pool play	Singing games
Sandcraft	Individual games and
Storytelling	athletic events
Mass games	Flag raising ceremony
Relays	Club meetings
Quiet games	Badge test events
Folk dancing	Story dramatization
Handcraft	Coaching in games, stunts
Stunts	and special activities
Nature	Practice for league games
Dramatics	and contests
Music	Rehearsal for demonstra-
Shower baths	tions, circus, pageants, etc.

Special Events

In contrast with the preceding list there is presented here a list of the special events which are held from time to time and which supplement the regular routine activities. A limited number of these features add special interest to the program, they attract parents and others to the playground and they also provide a special incentive for some of the routine activities. Certain children to whom the day-by-day projects have no appeal are drawn to the playground by a special event involving an activity in which they have a particular interest. These events also afford an excellent publicity medium and may be used to interpret to the public the value and service of the playground.

Picnics	Junior olympics
Trips to parks, zoo, industry or historical places	Block parties
Trips to beach or pool for swimming	Treasure hunt
One day camps	Block or playground dance
Mardi gras parade	Movies
Pageants	Patriotic celebrations
Rodeo	Doll fashion show
Pet show	Hikes
Doll buggy parade	Nature hikes
On wheels meet and parade	Puppet show
Water carnival or pageant	Drama festival
	Operettas
	Minstrel show
	Stunt night

Track and field meet
Play days
Athletic badge tests
Baby show
Model boat regatta
Storytelling festival
Folk dancing festival
Lantern parades
Doll show
Baseball field day
Junior elections
Circus
Music festival
Flower show
Hobby show
Athletic carnival
Progressive game party
Nationality nights

Playground demonstration
Mother and Daughter Party
Father and Son Party
Camera hikes
Handcraft exhibition
Kite day
Model airplane day
Band concerts
Nature treasure hunt
Nature exhibit
Wiener roasts
Presentation of awards
Newsboys day
Novelty track meet
Camp fire program
Square dance festival
Radio programs

Continuous, Self-Directed Activities

Most playground schedules such as the suggested daily playground programs which appear in this statement list only the routine events or special features which are emphasized or which receive special attention from the leaders at the hours indicated. On the playground which is well provided with facilities and supplies there are many activities in which children are taking part either continuously or intermittently each day without direct guidance from the playground workers. Many of them involve individual competition, others are informal types of individual play and a few include group activity. Frequently they are used as a basis for special tournaments or events but they are likely to be engaged in at any time. With occasional guidance from the leaders and with adequate equipment, these activities engage the interest of large numbers of children. The following list comprises some of the common self-directing activities.

Marble golf	Block building	Bean bag games
O'Leary	Tennis	Marbles
Lariat	Horseshoes	Quoits
Roller skating	Handball	Jumping
Tennis	Paddle tennis	Tether ball
Hop scotch golf	Table tennis	Rope jumping
Hop scotch	Pogo stick	Tops
Stilts	Dart throwing	Mumblety-peg
Doll play	Quiet Games:	Clock golf
Box hockey	Chess	Deck tennis
Jackstones	Checkers	Croquet
Ring toss	Parchesi	Hoop rolling
Badminton	Camelot	Reading
Shuffleboard	Lotto	Diabolo
Apparatus play	Dominoes	Baseball pitching
Wading	Etc.	Informal games
Sand play	Basketball goal shooting	Kite flying

Playground Clubs

The extent to which playground activities are organized on the club basis varies widely. There are few playgrounds, however, which do not have one or more children's organizations. Sometimes

they comprise the persons interested in an activity such as dramatics or nature study; often they are a group selected to help with some phase of the playground service, such as a safety club. Many additions could be made to the following list:

Garden	Storytelling	Playground
Nature	Ukulele	Council
Knot Hole	Harmonica	First Aid
Junior Police	Leaders	Hiking
Woodcraft	Music	Little Mothers
Safety	Hobby	Stamp
Model Aircraft	Glee	Poster
Sewing	Drama	Travel
Camera	Newspaper	

Special Weeks

As previously pointed out, in many cities summer playground programs are planned around a special idea or feature each week. Where this is done, as many parts of the program as possible are related to the theme for the week. There is danger of subordinating the essential play program where over-emphasis is laid on special weeks, but the plan has considerable merit if carried out with judgment and moderation. Some of the themes adapted for special weeks are:

Safety	Handcraft	Mother and
Mothers and Dads	Baseball	Daughter
Drama	Folk Dancing	Pageant
Music	Health	Festival
Patriotic	Hobby	Games
Athletic (sports)	In the Air	Home Play
Girls	Doll	Leaders
Boys	Garden	Nature
Vehicle	Father and Son	Election
Circus	Beautification	Learn to Swim

Some Valuable Activities

Games of various sorts, folk dances and some of the other types of playground activities are too numerous to mention here and lists and descriptions of them are available from many sources. The following are lists of some of the valuable but—in many communities—less widely known activities. These lists, especially arts and crafts, could be enlarged indefinitely.

<i>Arts and Crafts</i>	Celophane craft
Leather craft	Crayonxing
Jewelry making	Making scrap books
Wood working — airplanes, boats, kites, toys, lanterns	Dyeing and coloring
Modeling	Sand craft
Painting	Paper craft
Weaving	Bead work
Basketry	Cardboard construction
Needlework	Cement craft
Sketching	Toy making
Metal work	<i>Drama Activities</i>
Carving—soap, wood	Storytelling
Painting and drawing	Dramatization of stories
Paper folding and cutting	Simple dramatization
Poster making	One-act plays
Printing	Festivals
Woodcraft	Pageants
String quartets or	Puppetry
Stage craft	Dramatic stunts
	Peep shows

Music Activities

Vocal
Action songs
Singing games
Community singing
Informal singing groups
Choruses
Glee clubs
Quartettes (barber shop)
Whistling groups

Instrumental

Bugle corps
Harmonica bands
Ukulele orchestras
Rhythm bands
Ocarina choirs
Fife and drum corps
Cigar box fiddlers
Kazoo bands
Orchestras
String quartets or ensembles
Saxophone quartets
Mandolin and guitar groups

Performances

Music festivals
Band concerts
Orchestral concerts
Cantatas
Operettas
Incidental music at pageants, festivals, etc.
Radio concerts

Nature Activities

Making collections

Flowers

Stones
Shells
Leaves
Insects
Nests
Identification
Birds
Trees
Flowers
Insects
Leaves

Nature games

Nature hikes
Playground zoo or aquarium

Gardening

Playground beautification
Miniature gardens

Organized Teams and Leagues

Baseball
Playground baseball
Volley ball
Basketball
Soccer
Captain ball
Dodge ball
Long ball
Newcomb
Hit pin baseball
Nine court basketball
Schlag ball
Net ball
Field ball
Hockey

Contests and Tournaments

Some of the activities in the preceding lists lend themselves readily to organization on the contest or tournament basis or lead up naturally to such events. The activities should be so carried on as to emphasize the joy of participation but the tournament often adds zest to the activity. It also provides a series of events many of which make only slight demands on the time and attention of the workers. A partial list of these activities follows:

Marble golf	Archery	Rope jumping
O'Leary	Box hockey	Top spinning
Lariat	Jack knife golf	One-act play
Pushmobile	Jacks	Swimming badge tests
Roller skating	Ring toss	Mumblety peg
Bicycle	Bean bag	Bicycle polo
Tennis	Glider	Kite flying
Swimming	Balloon	Quoits
Diving	Pogo stick	Clock golf
Poster	Diabolo	Deck tennis
Model aircraft	Horseshoes	Croquet
Doll dressing	Bird house building	Botanical
Model boat sailing	Tree identification	Musical jam-boree
Hop scotch golf	Paddle tennis	Tumbling
Hop scotch	Table tennis	Dominoes
Low organized game	Badminton	Boxing
Stuffed doll	Shuffleboard	Wrestling
Stilt	Checkers	Hoop rolling
Baseball pitching	Chess	Dart throwing
Sand modeling	Handball	Music
Soap modeling	Tether ball	Camelot
Apparatus	Goal shooting	
Soap bubble		

Factors Influencing Program Planning

In planning a summer playground program it is necessary to consider several factors. Among them are:

Size and Development of the Playground. Playground activities require facilities, game courts, apparatus, or open space. Knowledge of the area and of its special features is essential to making a program. In general, however, it is assumed that every playground should have some apparatus, courts for several types of games, a sheltered area either indoors or outdoors for storytelling, handcraft and quiet games and an open area for a variety of play activities.

Ages of Children to Be Served. Some playgrounds, especially very small areas, are reserved for the play of children up to 10 years of age. Often no special activities are planned for children of pre-school age but sometimes this group receives special attention. Most playgrounds, however, are intended primarily to serve boys and girls from 5 to 15 years old. If it is found, as is often the case, that small children come in largest numbers in the morning and older boys and girls in the late afternoon, events appealing to these age groups should be arranged accordingly.

Number of Children to Be Served. Where large numbers of children are to be cared for by one or two leaders, less emphasis can be laid upon small group activities or projects which require special instruction of a limited number of children. Some of the most valuable activities—music, drama, arts and crafts, nature study—can be carried on to advantage only with small groups. This makes it difficult to provide them where leadership is limited or where large numbers of children are to be served.

Hours Playground Is Open. Each community must decide the

All kinds of handcraft flourish in the playground program. Here are two boys from the playgrounds of Reading, Pa., tanning the hides to be used in making tom-toms for their Indian program.



hours the playground is to be open under leadership before a daily schedule can be arranged. As a rule the playground should be open during the hours when the largest number of children can attend unless leadership is available for the entire day. In most places the afternoon and evenings are the periods when most children come to the playground. In the South, due to the heat, the playground is often closed during the afternoon. The longer the hours the more variety in the program is usually possible and desirable.

Length of Playground Season. Several types of playground projects involve long preparation. If the season is long, it is possible to include such projects whereas if it is open only a few weeks the leaders may not be justified in using them. Naturally fewer feature events, tournaments and special activities can be carried on the shorter the playground season. The daily program is not essentially affected, however, by the number of weeks the playground is open.

Number of Workers. One of the most important factors influencing program planning is the number of workers, which is also related to the daily playground hours. One leader can care for only a limited number of children at one time and in a few different activities. Where a playground has only one worker, the program is likely to be restricted and comparatively little time can be given by the worker to small groups requiring special guidance or instruction. The use of junior leaders and adult volunteers, however, enables the leader to carry on a more varied program. When two or more workers are present on a playground a wider range of activities and more guidance in them are possible.

Qualifications of Leaders. The training and experience of the workers largely determine the activities which are carried on. A leader who is competent in music, drama, handcraft, nature study or some form of physical activity is likely to feature this activity. On the other hand, few persons who have not received special training in these activities are

likely to devote much attention to them on the playground. A qualification which is important in program planning is the ability to enlist and supervise effectively child or volunteer leadership. Because women leaders are as a rule better suited to conduct small children's and girls' activities and men, on the other hand, can best direct older boys' activities, it is desirable that every playground have at least one man and one woman leader.

Relation to Other Playgrounds.

In small communities where there is only one playground, there are likely to be few if any contacts with other playgrounds during the season. The program is planned entirely around the individual playground. In larger cities, however, its program is often influenced by the schedules of other centers. Inter-playground events are held and much time is devoted to preparations for them. Where special supervisors are employed, the hours of their visits to the playgrounds are arranged by the central office. A definite number and types of activities to be carried on by each individual playground are sometimes specified by the managing authority.

Some Suggestions for Planning Programs

A wisely planned program carried on under competent leadership is certain to result in a large number of children being present on the playground and engaged in a variety of activities. Since boys and girls varying widely in ages and interests are usually present, several activities should be going on simultaneously. For this reason most programs provide three or four different activities each period. Since there are seldom more than two leaders on a playground at any one time, this means that all the activities cannot be supervised continuously. Therefore, it is wise to schedule for each period one or two which are more or less self-directing or which can be conducted by junior leaders and one or two other activities which require guidance of the paid workers. The extent to which the various age groups, boys and girls, and the various types of activities receive a fair share of the leaders' time and attention, effects the drawing power of the playground.

Indirect Leadership.

Any methods or activities which supplement



The ever popular sand box—still an essential on every playground

the influence of the paid workers as exerted through direct leadership of groups and activities, should be fully utilized. One such method is the selection, training and use of volunteers and junior leaders whose services make it possible to increase the number of activities which can be carried on at one time. Another means of enlarging the service of the playground is to encourage participation in the many individual or small group activities which are more or less self-directing and which include some of the most popular games and sports. Where this is done large numbers of children can be actively engaged without any direct supervision. One means of increasing this type of activity is by arranging contests or tournaments. There are also certain types of activity such as play on the apparatus, in the wading pool and sand boxes which are almost continuous and which require only occasional supervision. Where through occasional suggestions, instruction and organization, participation in these various activities is encouraged, several activities are engaged in simultaneously even when only one paid worker is present.

Common Mistakes.

There are two common mistakes in program planning. One is to provide so few events and activities that many children find little or nothing to attract them or to retain their interest. Such faulty planning sometimes results from inadequate preparation on the part of the leaders. The person trained only in physical activities, for example, may neglect all other types, a musician may over-emphasize music or a kindergartner is likely to

give major consideration to the younger children's activities. Failure to arrange special events and features from time to time during the summer is another aspect of the same problem. Programs planned by untrained, inexperienced or lazy workers are likely to be limited and lacking in variety.

At the other extreme is the program which is so full and varied and with so many featured events that the playground schedule is crowded and pressure is exerted on both children and play leaders to carry it out. As a rule children enjoy participating wholeheartedly in a few activities. On playgrounds, especially those having a relatively small attendance, too many special features should not be scheduled. Otherwise there is a tendency to urge children to participate in order to make a good showing or to "put over" the various features successfully. There is also a danger that leaders will require children to work on projects much longer than they enjoy doing in order to complete them on scheduled time. On the other hand, once the special event has taken place the children may be urged to start preparing for the next one whereas they may prefer to continue with the activity. The happy medium is attained when there is sufficient variety in the regular activities to meet the needs and interests of each child and enough special events to challenge the interest and co-operation of the entire group.

Inter-Playground Activities.

The place which should be given to inter-playground contests and events is a question which must be decided in preparing a program in a city where there are several playgrounds. It is not a problem in the small community with a single playground, although if there is a playground in a neighboring community one or more occasions may be arranged during the summer for groups from both grounds to join in activities. Competition between playgrounds is common in both team and individual events. Frequently tournaments are held on each playground after which the respective winners compete in a district or city-wide tournament. This tends somewhat to subordinate the local to the city-wide event on the play-

ground program, but other than adding a series of city-wide events, usually carried on at a central playground, it does not materially affect the individual playground program.

The effect of inter-playground competition is more likely to be felt in the case of team games. Instead of attempting to organize several teams on the individual playground, the director is likely to select a single team in each sport. Where this is done fewer games are likely to be played and fewer boys and girls drawn into the activity. Many recreation leaders believe that emphasis should be laid on intra-playground activities, with perhaps short city-wide championship series in which the winning team from each playground participates. Inter-playground team competition also influences the program in that if workers accompany teams on trips to other grounds, the other children are deprived of their services during these periods. Consequently fewer activities requiring guidance can be carried on. The participation of groups from the playgrounds in a city-wide feature such as a circus or festival, unless wisely planned, is also likely to result in undue emphasis and attention given to the limited groups taking part with corresponding neglect of the other parts of the playground program.

Evening Activities.

The evening use of playgrounds for activities under leadership has become quite common during the last few years. Some grounds are now lighted for night use although special courts for tennis, handball, horseshoes and other games are more frequently equipped in this way than are children's play areas.

In many neighborhoods the child attendance at the playground is as large during the evening as at any other time of day. In addition many young people and adults are likely to be present, the number depending upon the size of the playground and the suitable facilities it affords.

In spite of the large evening attendance comprising persons of a wide age range the staff assigned for evening duty is sometimes smaller than during the day. Consequently few

Some Inexpensive Publications for the Playground Worker

Conduct of Playgrounds	\$.25
Handcraft (Patterns and directions for making toys and articles)	1.50
88 Successful Play Activities .....	.60
What We Did on a Summer Playground..	.20
Games and Play for School Morale.....	.25
Recreative Athletics	1.00
Suggestions for an Amateur Circus.....	.25
Sand Modeling Manual .....	.20

organized activities are usually provided for children. They are encouraged to play on the apparatus and in the sand boxes, and to engage in individual contests and low organized games, started with the help of the leader. Certainly it is not possible during the short evening period to devote time to small group activities requiring the continuous direction or help of the worker.

Two types of organized activity, however, feature evening playground programs. One consists of the varied adult activities which are started with the help of the worker but which are carried on largely by the groups themselves. They include leagues in baseball, volley ball, playground baseball and other games; tournaments in horseshoes, handball, roque, ping pong and other games; clubs in special activities like checkers, hiking or choral singing and classes in swimming, tennis or archery. The number of such groups which can be carried on depends much upon the number and qualifications of the paid leaders and their ability to enlist the active interest and co-operation of competent volunteers. The other feature of evening programs is the special program, often designated as community nights, designed to attract a large number of people to the playground. Such programs, often held bi-weekly, should provide opportunities for participation by the entire group attending them as well as for demonstrating various activities which both children and adults engage in on the playground.

Preparing for the Program.

A few specific suggestions for the preparation of playground programs follow:

1. Provide a wide range of activities of different types—physical, manual, rhythmic, musical, dramatic, etc.
2. Include activities for boys and girls of various ages.
3. Divide the leaders' time fairly between different age groups, boys and girls and between various types of activities.
4. Alternate strenuous with quiet activities; team games with individual play, etc.
5. Schedule special activities at a time most convenient for the group to be served.
6. Arrange periods so that if a project or activity is not completed on schedule time, it be carried over without interfering with the program.
7. Provide times when no specific activity is scheduled.
8. Plan a special feature to take place each week to ten days.
9. Correlate the various playground activities with the special feature, as far as possible.
10. Encourage informal self-organized activity, by giving it a place on the program.
11. Include activities which involve co-operation as well as those which feature competition.

12. Allow the individual playground leader some freedom in the choice of activities.
13. Make programs progressive, pointing to climax at end of season.
14. Feature activities of the play day type with large members participating rather than events in which only the playground champions participate.
15. Give the children opportunities to make suggestions as to the program.
16. Revise your program if certain features do not prove satisfactory or if conditions indicate changes to be desirable.
17. Keep a balance between the special events and the regular routine activities.
18. Avoid any tendency to bribe or force children to take part in an activity.
19. Emphasize opportunities for all to participate rather than the development of champions.

Some Typical Programs

As previously pointed out, there are three aspects of planning the summer playground program, namely, arranging daily, weekly and summer schedules. The suggested outlines which follow illustrate the method which may be followed in preparing such schedules. The accompanying comments will be helpful to leaders in interpreting these programs and in preparing others for their own playgrounds.

No specific rules can be laid down as to the scheduling of the various activities. The prevailing conditions, traditions and habits of the people in the neighborhood must be taken into account. In certain neighborhoods many of the older children must leave the playground by 4 o'clock in the afternoon in order to help prepare the evening meal or to deliver papers. In others few small children are present during the early afternoon periods because of enforced rest periods at home. At some playgrounds special events will be attended by many parents if they start at 3:15, for example, whereas few parents could be present at 2:30. Where Monday attendance is light because children help at home with the laundry, major events should not be scheduled on that day. Wise program planning takes advantage of these facts and provides for activities at the times when the children interested can take advantage of them.

The Daily Program.

The playground day often starts with the flag raising, sometimes accompanied by community singing and announcements, after which there is a period devoted primarily to preparing the grounds for the day's activities. Apparatus and equipment are set up and inspected, courts are prepared for use and preparations made for the morning's play activities. Sometimes courts and

other activities are assigned to groups at this time for use during the morning. The children often assist the leaders with this part of the program. If there is a caretaker on the ground much of this work is done before the leader arrives and before the ground is officially opened for play.

The mid-morning hours are usually well suited for strenuous activity. The attendance is often less than at the other periods so few special or feature events are held in the morning. Since there are likely to be many of the younger children present, they receive considerable attention. The period immediately preceding the lunch hour is suitable for quiet games and activities such as handcraft and storytelling.

It is generally advisable, if possible, to have one worker present on the playground from the time it opens in the morning till closing time at night. Activities are seldom scheduled, however, during the lunch hour, except for an occasional picnic. The leader on duty at this time can prepare for special afternoon events or help individuals with special play projects.

The early afternoon hours may be devoted primarily to fairly quiet activities although informal team games and other strenuous individual activities attract many children. This is often a good time of day for some of the special group activities such as dramatics, music, or nature study. The league games, special tournaments, and feature events are usually scheduled for the middle of the afternoon when the attendance is largest and when many friends and parents are likely to be present. The latter part of the afternoon is a good time for meetings of clubs, committees or junior leaders' corps. Activities such as dramatics, music or handcraft are sometimes carried on at this time. League games for employed young people are frequently played at the end of the afternoon.

The hours from 6:30 or 7:00 till dark are frequently the busiest of the entire day. The program depends a great deal on whether more than one leader is present and also on the extent to which the playground attracts and serves young people and adults. If only one leader is employed during the evening his entire time is likely to be required for looking after the interests of the various groups—keeping activities going and helping here and there as conditions require. If there are two leaders, however, one of them can give his entire attention to the organization and pro-

motion of activities. It is desirable that at least every two weeks there be a special evening program which will attract a large attendance and in which many can participate.

Two suggested daily programs follow. One is for a playground having two leaders—one man and one woman. The other is for a playground where three leaders are employed—one man and two women. Each playground is open morning, afternoon and evening. In the case of the former, one worker is on the ground during the morning and evening and two during the afternoon; on the latter, two workers are on duty each session.

Practically the same activities are suggested for the two playgrounds. During the morning hours, however, on the playground where only one leader is present, fewer activities requiring the direct guidance of a leader can be carried on than on the other playground, or else they must be offered fewer times per week. Moreover, since the leader must give general supervision to the entire playground he cannot give his undivided attention to any of the special activities. He must rely more on assistance from junior leaders or volunteers. Informal, self-organized group play will likely be more in evidence on this playground. Since under both plans two workers are present in the afternoon, the programs differ but slightly. During the evening a more highly organized and varied program is possible where two leaders are on duty.

It will be noted that at certain times workers help get activities started and then turn their attention to other groups. For example, each day from 11 to 11:30 a worker devotes her attention to a group in handcraft. The craft activity continues until noon but by 11:30 the group can get along without the leader's assistance, so during the period from 11:30 to 12:00 she leads another group in some other activity. Likewise one of the leaders helps organize team games from 2:00 to 2:30 after which he can give his attention to some other part of the playground. In the meantime the team games continue.

The asterisks (*) in the following programs indicate the activities to which the workers give more or less direct and continuous supervision. It will be noted that during several periods more than two activities are so indicated. In such cases, all these activities are not conducted under leadership each day. Some of them are carried on only once or twice a week. Reference to the suggested weekly schedule for a playground with the

corresponding number of workers will help in a study of these daily programs. The other activities are started and carried on by the children themselves, are merely gotten under way by the leaders and then left to the children, or are under the direction of volunteers or junior leaders. It should not be forgotten that throughout the entire day many children will be engaged in a great variety of continuous self-directed activities, a list of which appeared earlier in this statement.

SUGGESTED DAILY SUMMER PLAYGROUND PROGRAMS

The following program is arranged on the basis of two leaders being employed—one man and one woman. It is assumed that the woman will be on duty morning and afternoon, and the man afternoon and evening.

	Children under 8	Children 8 to 11 incl.	Boys and Girls over 11
9:30—10:00	Flag raising. Getting out equipment; inspecting apparatus and grounds; marking courts; distributing game supplies; posting announcements; organizing groups for morning play.		
10:00—10:45	Group and singing games * Apparatus play	Low organized games * Apparatus play	Informal team and group games
10:45—11:00	No special activity scheduled; free play; attendance taken; playground clean-up.		
11:00—11:30	Sand box play—Block building	Handcraft * Nature activities * Quiet games	Handcraft * Nature activities * Quiet games
11:30—12:00	Storytelling * Sand box play—Block building	Badge tests, stunts, etc. *	Badge tests, stunts, etc. *
12:00—1:30	No scheduled activity—Male leader prepares for afternoon events. Occasional picnics or weiner roasts. Quiet games. Continue on handcraft projects.		
1:30—2:00	Storytelling and story acting *	Group games * Music * Apparatus play	Music activities * Informal group games Individual games and athletic events
2:00—2:30	Free play activities	Sand box play Quiet games	Organization of team games * Practice for league games or for special events. Preparation for afternoon features *
2:30—2:45	No special activity scheduled; free play; attendance taken; preparation for special events or contests.		
2:45—4:15	Apparatus play. Singing games. Taking part in or watching special events	Contests, tournaments or special features * Handcraft. Preparation for coming events.	Special features, outings, contests and tournaments ** League games in playground baseball, volley ball, etc. Preparation for coming events Handcraft
4:15—5:15	Quiet games. Sand box play	Storytelling * Dramatics * Folk dancing * Quiet games. Meetings of playground clubs and committees	Completion of special features * Storytelling * Dramatics * Folk dancing * Meetings of playground clubs and committees. Quiet games
5:15—6:30	No scheduled activity. One leader present. Collect playground supplies and check condition of playgrounds. Playground may be used by young people or adults for team games.		
6:30—8:30	Free play, apparatus play, self-organized games, quiet games, watching special events		Informal team games. Twilight leagues for young people and adults. Special neighborhood programs and demonstrations *

The following program is arranged on the basis of three leaders being employed—one man and two women. It is assumed that one woman will be on duty morning and afternoon, the other, morning and evening and the man afternoon and evening.

	Children Under 8	Children 8 to 11 incl.	Boys and Girl over 11
9:30—10:00	Flag raising. Getting out equipment; inspecting apparatus and grounds; marking courts; distributing game supplies; posting announcements; organizing groups for morning play.		
10:00—10:45	Group and singing games * Apparatus play	Low organized games * Apparatus play Sand box play	Group and team games * Practice for contests and tournaments
10:45—11:00	No special activity scheduled; free play; attendance taken; playground clean-up.		
11:00—11:30	Sand box play Block building	Handcraft * Music * Badge test events, stunts,* etc. Quiet games. Nature activities *	Folk dancing * (girls) Badge test events, stunts, etc. * Handcraft * Music * Nature ac- tivities *
11:30—12:00	Storytelling * Quiet games		
12:00— 1:30	No scheduled activity; one leader present; occasional "picnics" or weiner roasts; quiet games.		
1:30— 2:00	Storytelling and story acting * Apparatus play	Group games and relays * Apparatus play	Group games and relays * Individual games and athletic stunts
2:00— 2:30	Sand box play. Free play activities Quiet games	Quiet games. Free play activities Preparation for future events	Organization of team games * Practice for league games. Preparation for special or fea- ture events *
2:30— 2:45	No special activity scheduled; free play; attendance taken; preparation for special events and contests.		
2:45— 4:15	Apparatus play. Singing games. Taking part in or watching special events	Contests, tournaments or special features * Handcraft. Watching league games	Special features, contests, tournaments or out- ings * League games * Handcraft. Prepara- tion for future events
4:15— 5:15	Sand box play Quiet games	Storytelling * Dramatics * Quiet games Meetings of clubs and committees	Storytelling * Dramatics * Quiet games. Com- pletion of special features * Meetings of clubs and committees. Preparation for community night events *
5:15— 5:30	Collecting game materials and playground supplies; check up on playground.		
5:30— 6:30	No scheduled activity—one leader present. Playground used by young people or adults for team games.		
6:30— 8:30	Free play on apparatus and self organized games. Watching special events. Quiet games.		Twilight leagues for young people and adults. Informal individual and team games. Special neighborhood programs and demonstrations **

The Weekly Program

Because of the diversity of interests and activities on the playground and the limited staff it is impossible for all activities to be carried on each day. It is desirable, however, to have certain activities scheduled for definite periods so children will know that at such periods instruction or leadership will be available. This applies especially to such activities as handicraft, dramatics, storytelling, folk dancing, music and nature study which require the guidance of a trained leader. From one to four periods a week are generally reserved for them. Periods should be so arranged as to take advantage of the special abilities of the respective workers.

There is also an advantage in having contests or feature events such as marble or kite flying contests, pet shows, circus, etc., on the same afternoon each week. Parents are likely to plan to attend the playground on this particular afternoon. Likewise the evening community program is likely to be better attended if it is scheduled for the same evening each week.

The following are two suggested weekly programs for playgrounds with two and three workers respectively. No events are listed which are held at the same time each day throughout the week. Few differences are observed in the number of periods devoted to the various special activities. However, the additional leader makes it possible to give greater attention to these activities and also to the informal and individual play. She also makes possible two activities under leadership during the morning hours instead of one only. With the additional worker it is possible to arrange more community night programs and one or two more trips away from the playground.

It is assumed in the two programs which follow that when two activities are scheduled for any period, a worker will be in charge of each activity. These programs have been designed to fit in with the preceding daily schedules and should be studied in connection with them.

SUGGESTED WEEKLY PROGRAM FOR SUMMER PLAYGROUND WITH TWO WORKERS—One Woman and One Man

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00—10:45	Staff meeting 9—10:30	Group and singing games	Low organized games	Group and singing games	Low organized games	Group and singing games
11:00—11:30	Handicraft daily					
11:30—12:00	Storytelling	Tests, stunts, etc.	Nature activities	Tests, stunts, etc.	Storytelling	Tests, stunts, etc.
12:00—1:30		Picnic				
1:30—2:00	Group games	Storytelling and story acting	Group games	Storytelling and story acting	Music	
2:00—2:30			Playground hike Trip to swimming pool Inter-playground events (Every 2 or 3 weeks)		Preparation for special features	
2:45—4:15	Tournament finals or special contests	League games	Preparation for Community Night	League games		
4:15—5:15	Folk dancing Storytelling	Folk dancing Dramatics Safety club	Folk dancing	Folk dancing Dramatics Newspaper staff meeting	Special weekly feature events	
6:30—8:30			Community Night (Every 3 weeks)			

SUGGESTED WEEKLY PROGRAM FOR SUMMER PLAYGROUND WITH THREE WORKERS—Two Women and One Man

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00—10:45	Staff meeting 9—10:30	Group and singing games. Team games (boys)	Low organized games Team games (girls)	Group and singing games. Team games (boys)	Low organized games Team games (girls)	Group and singing games. Team games (boys)
11:00—11:30	Handcraft Folk dancing	Handcraft daily Folk dancing	Music	Folk dancing	Folk dancing	Nature activities
11:30—12:00	Folk dancing Tests, stunts, etc.	Folk dancing Storytelling	Music Tests, stunts, etc.	Folk dancing Storytelling	Folk dancing	Nature activities
12:00—1:30		Picnic		Picnic		
1:30—2:00	Storytelling and story acting	Group games	Storytelling and story acting	Group games	Music	
2:00—2:30			Playground hike Trip to swimming pool Inter-playground event (Every 2 weeks)		Preparation for feature events	
2:45—4:15	Tournament finals or special contests	League games	Rehearsals or preparation for Community Night	League games	Special weekly feature events	
4:15—5:15	Storytelling Junior leaders corps	Dramatics Safety club		Dramatics Newspaper staff meeting		
6:30—8:30	League games		Community Night (bi-weekly)	League games		

The Summer Program.

One of the most important planning problems is to arrange a sufficient number of varied activities to provide a progressive, well-balanced program for the summer. If too many special events are scheduled there is the danger that the program will be overcrowded and that children will be urged to participate in them rather than to engage in the activities which most appeal to them. On the other hand, children enjoy weekly events such as kite flying contests, pet shows, doll parades. These events also provide a special incentive for handcraft projects—for example, the making of puppets for a puppet show, or of lanterns for a lantern parade give definite objectives to the handcraft program. Likewise a circus or festival at the end of the summer provides an opportunity to demonstrate many of the regular playground activities.

The numbers and types of tournaments, contests, leagues and special events which should be planned depend upon many factors such as the size and type of playground, number and qualifications of the leader, attendance and character of the neighborhood. The

program suggested here is intended merely to suggest how a season's activities may be planned. A special title is given to each week. This is not essential, though it does help focus attention on the week's special feature. Under the heading "Feature Events" are listed the outstanding activities or features for the week, including the weekly evening program. Unusual activities of minor importance or in preparation for a coming event are listed under "Special Activities." A fourth column lists some of the duties which the playground director should perform during the week in order to assure the smooth operation of the program.

The following program does not provide for interplayground contests, leagues or tournaments. If these are to be a part of the program, it would need to be revised accordingly. Its operation does not require the assistance of special supervisors, if the leaders are competent. It is probable that this program could be carried out on a playground with three workers but that with only two workers some of the feature events would have to be eliminated.

PLANNING SUMMER PLAYGROUND PROGRAMS

SUGGESTED SUMMER PLAYGROUND PROGRAM
Special Activities Each Week

<i>Week</i>	<i>Designation</i>	<i>Feature Events</i>	<i>Special Activities</i>	<i>Preparation</i>
FIRST	Organization	Checker tournament Community Night—Singing and talk on summer playground program	Start bird house construction Start nature collections Safety games and stories Practice for baseball pitching tournament	Get acquainted with children Registration Teach proper use of apparatus Interest neighborhood parents Encourage informal team games and activities Arrange for playground trip Try to discover junior leaders
SECOND	Nature	Trip to woods, park or zoo Pet show Baseball pitching tournament	Finish bird house construction Start making scooters and wagons Start making homemade games Continue nature collections Nature stories Marking and identifying trees and shrubs on playground Playground beautification Volley ball and playground baseball games start	Determine events for Play Night Organize league teams in volley ball and playground baseball Form ukulele and harmonica groups Prepare for O'Leary contest Complete arrangements for pet show Appoint junior leaders
THIRD	On Wheels	On wheels meet—roller skates, bicycles, scooters, wagons, etc. Community Play Night O'Leary contest	Finish scooters, wagons, etc. Start making doll houses Start making doll dresses Start making decorations for doll carriages Stories of travel and transportation. Dodge ball team games start Training for athletic badge tests	Form dodge ball league teams Select playground newspaper staff Arrange transportation to pool or beach
FOURTH	Doll Week	Doll show Doll village contest Trip to swimming pool or beach	Start basketry Finish doll houses and dresses Finish decorations for doll carriages Continue training for athletic badge tests Preparation of playground newspaper	Select groups for sports demonstration Secure blanks for badge tests
FIFTH	Sports Week	Athletic badge tests Rope jumping contest Demonstration of Games and Sports Night	Basketry Making belts Making puppets Preparing for puppet show Soap carving Stories of athletes and heroes Making scrap books Start paddle tennis tournament Publication of playground newspaper	Select plays and cast for Music and Drama Night Arrange to visit another playground

SUGGESTED SUMMER PLAYGROUND PROGRAM—Continued
Special Activities Each Week

<i>Week</i>	<i>Designation</i>	<i>Feature Events</i>	<i>Special Activities</i>	<i>Preparation</i>
SIXTH	Arts and Crafts Week	Soap carving contest Exhibit of handcraft Sandcraft contest Visit another playground	Basketry Complete paddle tennis tournament Continue preparations for puppet show Rehearsal of simple plays Rehearsals of ukulele and harmonica groups Start captain ball games Complete paddle tennis tournament Practice for marbles contest	Form captain ball teams Complete arrangements for Music and Drama Night
SEVENTH	Music and Drama Week	Puppet show Demonstration by playground, drama and music groups Music and Drama Night Marbles contest	Dramatic stunts Playground singing Start horseshoe tournament Prepare costumes for playground demonstration Start model boat building Complete dodge ball league	Start planning for playground circus, posters, stunts, music, costumes, animals, etc. Select folk dances for playground demonstration
EIGHTH	Folk Dance Week	Playground folk dance demonstration and contest Ping pong tournament Playground hike	Complete horseshoe tournament Complete volley ball league Stories of other lands Continue model boat building Start tennis tournament Preparation for hobby show Continue preparations for circus	Secure location for hobby show Make arrangements for playground dance
NINTH	Hobby Week	Model boat sailing contest Croquet tournament Hobby show Playground or block dance	Complete tennis tournament Complete playground baseball league Complete captain ball league Final circus preparations—music, costumes, animals, stunts, etc. Distribute circus posters Stories of inventors Preparation of playground newspaper	Complete arrangements for circus including permission for parade Prepare records for awards and honors
TENTH	Circus Week	Playground parade and circus Distribution of playground awards and honors	Complete handcraft projects Complete all leagues and tournaments Publication of playground newspaper	Complete playground records and reports Check and turn in all playground supplies

A Century of Progress through Books



LAST SUMMER Vincennes, Indiana, enjoyed a "Century of Progress Through Books" which combined fun and reading. It was formally opened May 26th and closed July 22nd. Not being organized for profit, there was no capital stock. Any boy or girl in the city who owned a library card was eligible to become a founder by registering at the main or branch library. Previous to the opening of the fair the management of the corporation was vested in the Board of Trustees of the Public Library.

Construction began immediately on a number of buildings, including travel and transportation, a museum of history, general exhibits, a Court of Nations and the Indiana building. The children day by day added to the construction of the buildings bright colored bricks received for each book read. Every brick had the child's name, school and book title inscribed upon it, and the building in which it was placed was determined by the type of book read.

A sightseeing trip revealed a big umbrella, Enchanted Island, the magic mountain guarded by the tin woodman, the marble house, and the Temple of Hehol. The Court of Nations, an exhibit built by the children, displayed relics and souvenirs of other lands and people provided by the children from their collection of treasures.

Hollywood with its picture theater was established in the basement. Admission was by ticket only given for each book read during the week. At the

"The primary purpose of the Century of Progress held in Chicago last year was 'to depict man's achievement in the past hundred years.' The world today enjoys new means of transportation, new methods of communication, new processes of manufacturing, and new methods to fight disease, much for man's health, comfort and safety, all of which can be found in books in your own public library."

By JANE KITCHELL
Vincennes Public Library

theater there were weekly story hours featuring other countries; slides of different lands were shown supplemented with views of the Century of Progress, and a talk on the fair. Orchestras and other music groups added to the success of the music festival and Indiana Day.

To help stimulate interest the winners each week had their names in the Hall of Fame for the best written book report, the best oral report, the best contribution to the Court of Nations, and for the largest number of books read.

The exposition closed with a pageant parade when the King and Queen were crowned. The honors fell to the boy and girl reading the largest number of books. Scouts, drums and bugles heralded the approach of the float bearing the newly acclaimed sovereigns and their royal court. Two other floats accompanied the royal float, carrying the Enchanted Island and several of the completed buildings. These were followed by 300 diploma winners forming an avenue of flags. The grand finale took place at the library amid a blaze of colored lights and the balloon ascension. Public-spirited citizens donated trucks and fireworks to make the occasion memorable to the children.

The diplomas were awarded in the fall at the first Parent

(Continued on page 212)

The Pittsburgh Day Camps

LAST SUMMER a program of day camping utilizing four of the city parks and financed by the City of Pittsburgh was instituted under the joint auspices of the Federation of Social Agencies, the Community Councils and the Recreation Department. The project successfully provided a five-day camping period for more than 3,200 children living in congested neighborhoods. These children were selected on the basis of their health and recreational needs by the schools and relief agencies. At the end of the season a report on each child was sent to the referring agency.

The four districts chosen for the experiment were those whose residents were felt to be in the greatest human need. Registration was conducted in the local Community Council offices of these districts, and the camps were open for eight five-day periods from July 5th through August 25th.

The Program

In planning and carrying out the daily program it was the purpose to provide activities which would have some carry-over values, and which would not be too strenuous for the children. The program which follows shows the activities provided in general in all of the camps.

- 9:00 A. M. Children meet counsellors at car stop. Board special cars. Attendance check-up. Singing.
- 9:30 A. M. Children leave street car. Walk to camp headquarters. Attendance check-up. Game period (games of low organization such as ring games, relays, combat, etc.)
- 10:15 A. M. Athletics (mush ball, volley ball, etc.) or handcraft.
- 11:00 A. M. Hikes (exploration trips, nature lore, etc.) or handcraft.
- 11:45 A. M. Personal clean-up. Attendance check-up and quiet period.
- 12:00 Noon. Lunch—cafeteria style.
- 12:35 P. M. Rest period with quiet group singing and story-telling.
- 2:00 P. M. Swimming (boys one day, girls the next) or showers for group not swimming, or handcraft.
- 3:00 P. M. Free play (any activity in which children care to participate).
- 3:15 P. M. Personal clean-up. Returning equipment and clean-up camp site.
- 3:30 P. M. Attendance check-up. Walk to street car.
- 3:45 P. M. Board street car.

Interest in day camping has become so keen that it has seemed desirable to publish in some detail information regarding the day camp conducted in the summer of 1933 by a number of local agencies in Pittsburgh.

Handcraft.

The day camps had an exceptionally good handcraft program, the children making things both beautiful and useful which they took home. The types of craft activities included wood work (jig saw work), tin work, spatter prints, crayon prints, clay modeling, plaster of paris

work, needle work, paper work, lanyard making, yarn work, painting, sketching, soap carving, work with thistles and burrs, paper weaving and copper work.

Dramatics—Storytelling.

The dramatic work attempted was simple and elementary but some excellent results were secured. The creative type of acting was employed and the younger children dramatized nursery rhymes, while the older ones did story-acting. The groups were mixed both in sex and color. Some of the typical plays presented were: "The Dancing Princess," "Rumpelstilzkin," and "Little Scarface." Storytelling was popular when the stories were told in small groups. In addition to such stories as the "Just So Stories," and fairy tales, the campers repeatedly asked for stories about other camps.

Games.

The children enjoyed the game periods which were planned for the different age groups. Treasure hunts, hare and hounds, and play day programs were received most enthusiastically.

Nature Lore.

Nature lore was one of the popular hobbies and was introduced into the program through hikes, stories, nature games, and the making of leaf and flower spatter and crayon prints. In one park two selected groups were taken on all day hikes. The children cooked their own lunch in the woods over bonfires, learned to build fires and became familiar with a great deal of nature lore. The interest shown by those chosen to go on the hikes and by others was very keen.

Athletics.

No very strenuous athletic activities were scheduled. Mush ball proved the most popular game, with volley ball a close second followed by basketball and football.

Music. Singing, although not a scheduled activity, was used daily as a program feature wherever it seemed to fit in best. The children enjoyed it greatly, and many asked to learn songs which they had heard former campers singing. Action songs and rounds were especially liked.

Health Considerations

The children registered for the camps were given medical examinations in the parks on each Monday morning by members of the medical staff of the city. These examinations were necessarily brief. Some of the children were sent home for various causes. There were many children found by this hasty examination to be undernourished and malnourished. In some cases where abnormal or dangerous conditions were found they were reported back to the case workers. A total of 228 children for health reasons were not allowed to remain in camp. The result of the summer's experience showed that it would be better in planning future camps to have the children report for examinations at some place in the district on the Friday or Saturday preceding their camp week. This plan would give the registrars an opportunity to fill the places vacated by children not going to camp. It would also have the advantage of making the examinations more private and less embarrassing to children who are sent home for health reasons.

Each noon before luncheon the children were given a few minutes of rest, and after luncheon there was an enforced quiet period. The quiet activities generally carried on during this period were stories, reading and quiet games. Lunches of sandwiches and milk were provided during the greater part of the camp period by the Board of Education, School Lunch Department, at a cost of eight cents each. Fruit was purchased wholesale. The season's experience showed that the per capita cost of eight cents was not adequate, and it has been suggested that in the future twelve cents be expended for the lunches.

Leadership

In charge of each of the four camps were two head counsellors, one man and one woman. A director was in charge of all four camps, making

a total paid staff of nine people. These counsellors were well chosen and were qualified to assume the responsibility of directing the volunteer staff. In each of the four camps the head counsellors tried to have at all times at least five volunteer leaders for the girls and five for the boys. These people could not be expected to give their entire time throughout the summer because of other interests. The eighty volunteers did, however, give splendid service, thirteen of them working for the entire period. The spirit displayed by all the counsellors, both volunteer and paid, was excellent. "It would be difficult," states the report, "to find a higher type of volunteer service than that which the camps enjoyed. Working as they did for no return other than lunches and carfare, they are to be highly commended. The staff was busy all the time, there being no opportunity for time off as there is in a full time camp." At

the end of the season a party was given for the counsellors in the downtown Y. M. C. A.

On their arrival at camp the campers were divided into family groups, and each counsellor was made responsible for a group of ten. For special activities, hobbies and handcraft, the children did not stay in these groups.

Finances

The amount appropriated by the City Council for the day camps was \$5,200. The financial statement showing in detail how the money was spent follows:

FOOD			
6,206	Lunches at 10¢ per lunch.....	\$	620.60
13,073	(approx.) lunches at .08¢ from Board of Education, School Lunch Department		1,045.83
64	Crates of fruit (enough for 16 days) at \$4.48 per day.....		71.68
16	Days' transportation of food by independent driver at \$4. ...		64.00
	Extra food for counsellors—emergency .....		.70
	Farewell party for volunteer counsellors		10.35
			<hr/> \$1,813.16
PRINTING			
8,000	Day Camp application blanks..	\$	25.50 25.50
TRANSPORTATION			
<i>Children—Special Street Cars</i>			
39	round trips from North Side District, at \$12.00 daily.....	\$	468.00
39	round trips from Hill District, at \$7.50 daily		292.50

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A Tin Can Carnival

ANYONE PLANNING a Tin Can Carnival might well imitate the youngsters who charge admissions of "One penny and three pins," and charge "One dime and three bright, shiny tin cans," because by the time the tin can has made its full sacrifice for the sake of our carnival there will be hundreds of them—either dead or alive, decorative or useful—scattered about the place!

The idea for this carnival came last summer during a session at camp where the children were given tin can work instead of more costly kinds of handcraft taught them in past years. They pronounced it the "best handcraft we ever had," and the number of different kinds of things they made indicated the unlimited use to which tin cans can be put and the great satisfaction to be had from the craft.

The following plans are of course more or less suggestive and should be rearranged, enlarged or altered as occasion demands. For a touch of sophistication, the carnival might be planned as an afternoon tea dance or perhaps an evening affair. In this case less program from the stage would be necessary, but a good orchestra would be indispensable. On the other hand, if the carnival were given in a church basement, a country fair could be portrayed. If this were done emphasis might be put upon the booths, and specially able "criers" obtained to preside over each. Their jests and banter would be a feature of the evening.

Making the Articles

Of course the object of our carnival is to make money for our organization, be it club, class, young people's society or other group. It will have to be planned some time in advance, and the very first thing that demands our attention will be making the things that are to be sold. The details of the decorations, refreshments, program and the like can be left until later. Committees will be necessary to supervise this "manufacturing" and as well as booths, decorations, costumes, program, stage setting and refreshments. Of

By **ZORA JOY GIFFORD**
Special Club Leader
Sedgwick and Cowley Counties, Kansas

course it is expected that all members of the organization will contribute something in the manufacture of the things to be sold and each will have a place

on some committee or in some official capacity on the day of the affair.

A workshop in the basement of someone's home will probably be the best way to solve the problem of manufacture. A church or other organization having its own building or meeting place could turn its headquarters into a workshop for the few weeks preceding the carnival. Some of the articles can be made at home without any difficulty and with a very small array of tools, but others will require special tools which will not be found in most of the homes. (These may have to be borrowed with a promise to take extra good care of them and return them promptly when you are finished with them.) Another reason for doing the work in a central place is that ideas come so much more readily and it is so much more fun when people work together.

All articles that are to be offered for sale will of course be of the very best workmanship. All edges will be carefully finished—no cuts from anything sold at our carnival! And cuts are not at all necessary if the edges are filed properly and dressed down with steel wool (size 000 is best) just as soon as the tin is cut. This is safety first for the worker; for a finished job and safety for the purchaser, all straight edges must be hemmed—that is, turned back just as a piece of goods is turned back for a hem. Once you have the thrill of the craft and the knack of handling the material, many clever creations will suggest themselves to you and each will be the forerunner of others just as clever. They may be staunchly utilitarian, such as the sugar or flour scoops, the tin cup, the kitchen utility cup, or the memo pad holder; or they may be just as frivolously decorative as the candle holders, the ash tray, the nut cups or the place card holders. Flower pot containers, bird houses, pin trays, letter holders, and even novelty jewelry are other possibilities.

Modernistic letter holders with desk blotter-pad corners to match ran like an epidemic through

the camp, and when decorated with a touch of gilt on bright enamel they are not to be scorned! Both of these are among the simplest things to make. For the letter holder a small or medium-sized can is flattened and the pattern marked out. It is then cut, filed and finished around the edges. Next it is bent over a piece of hard wood with square edges, the back being left higher than the front. After it is bent it should be painted both inside and out. Stand it upside down and allow it to dry. One clever design has the back cut square-cornered and painted sky blue, with clouds if you wish; against this, the front shows a green tree silhouetted.

For the blotter corners the simplest procedure is to cut a rectangle having a length equal to the base of the triangle which is the finished corner and a width equal to its altitude. This rectangle is filed and smoothed with steel wool and the two corners bent back over the wood block to form the triangle. A little experimenting will indicate many patterns by which these corners may be cut.

Sugar scoops come in several varieties; one evolved by one of the younger boys and later copied by several others was cut low on the seamed side of the can and left high on the other. The handle, which was a 4-inch piece of broom handle, was fastened by a screw to the bottom of the can. When enameled white it was a very presentable and usable piece.

In making bracelets, it is imperative that the edges be smooth and that there are no snags or rough, sharp edges. *Special* care must be taken in finishing these edges. Improperly finished bracelets were the source of nine-tenths of the accidents at camp, and all could, of course, have been prevented if the proper precautions had been taken to dress the tin down before bending it into bracelets. Although these bracelets may not have much to recommend them in point of strength or durability, they can be made attractive and would be welcomed as inexpensive gifts for young girls. Usually they are cut with scalloped edges or some other pattern and left shiny or painted, as the designer may wish.

For the flower pot containers, medium or large cans should be used. They will be more graceful if they are divided into sixths at the top and split about half way down with the resulting strips scal-

loped at the top and bent outward. The front "petals" may curl over to the bottom of the pot with the back ones left slightly flared to form a background for the plant.

Decoration is fully half of the article. An interesting effect is obtained by blowing gilt dust (the kind used in mixing gilt paint) onto freshly enameled surfaces. This process is probably not original with the writer but it was discovered more or less accidentally and may not be generally known. A small amount of the gilt dust is held in the palm of the left hand, while in the right hand is held the article to be decorated, which has just been given a coat of enamel. Considerable manipulating is necessary and it is a good idea to decide before starting just how the article can be held without smearing the paint—either on it or your self. Then, blowing across the palm of the left hand very lightly, lodge a small amount of the dust on the fresh paint. Blow very lightly at first as there is a tendency to blow large blobs of the dust onto the paint, thus leaving an uninteresting smudge of gilt. Light, feathery dustings of the gilt are better, but it will take some practice to get them just as you want them. Turn the object slightly and administer another touch of the gilt, varying the density from place to place to add interest. This gilt dust may be obtained at any paint shop and comes in many colors—green, bronze or red gilt, silver, gold and others—and the color of dust should be that which will best harmonize with and decorate the color of paint used.

Painted motifs, soldered designs, or mottled paint applied with a sponge make effective decorations for tin can craft.

Now let us suppose the flower pots with the gay decorations, the stodgy sugar scoops, the candle holders, ash trays and letter holders are all finished. Some sort of grouping or classification will be necessary if there are many of them, and it would offer an excellent opportunity to use several decorative booths about the room even if there were not many of any one item to be sold.

Detailed suggestions for making tin cups, scoops and other kitchen utensils, place card holders, ash trays, candle holders and similar articles will be found in an article, "Tin Can Craft on the Playground" by Charles M. Graves, in the July issue of RECREATION. Miss Gifford suggests not only a profitable use for such articles, but a royal good time as well!

Just to show our faith in our products (and incidentally promote that of our guests), we will make generous use of such things as flower pot holders, candle sticks, ash trays and similar articles we have made, in decorat-

ing the hall for our carnival. Our stage can be made modernistic by columns of shiny tin cans (loaded with sand for ballast), or perhaps you will prefer the pyramid type of decoration which one sees in the grocery store. Either one built of shiny cans minus distracting wrappers would be effective. Or if the cans were painted, another touch of color and a less modernistic effect could be introduced. Such an arrangement, either in columns or pyramids, would be intriguing as a background, and for a reflector across the stage in front of the footlights the broken reflection of a row of shiny cans would give a novel effect. If one wanted to be quite technical, the backs could be used as a reflector and the fronts painted. Just another starting point for your imagination!

The Booths

Now let us turn our attention toward the booths. There will be one for novelties, one for kitchen gifts, one for toys, and so on, each decorated in keeping with the objects it contains. The classification will depend principally upon the array you have before you to classify. In selling these things a real old-fashioned auction would be fun and entertaining, if there are not too many things to be sold or if there are a few choice ones for which you want a special price and special recognition. So we are going to allow thirty to forty-five minutes on our program for the auction. That will necessitate securing a good auctioneer—not a professional one, of course, but someone with a real “gift of gab” who will be entertaining as well as able to make folks want to buy. Both the committee on sales and the committee on program might give him a few good rehearsals if there is any doubt about his ability as an auctioneer. For those things that are not to be sold at auction a price must be determined and should be placed on each with a label that is plainly seen and read. For these you will want

someone in each booth to serve patrons during the carnival. They can remain in the booths throughout the afternoon or evening, but of course we do not expect to make sales during the program. That will be too attractive to allow our guests to think of anything else while it is in progress.

The Program

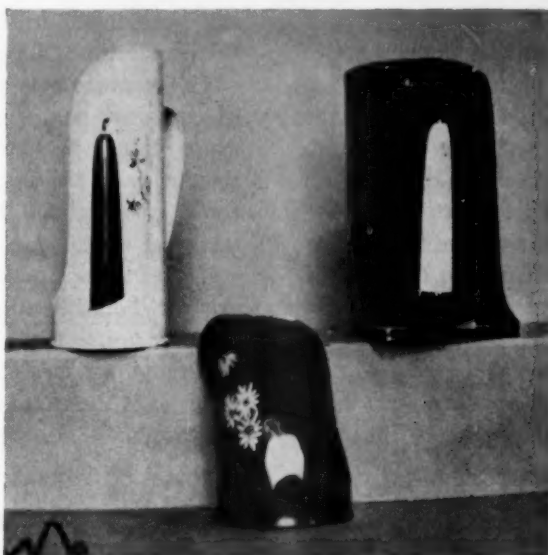
Now everything is in place, the hall is in festive dress aided by many of our own tin can creations, and it is time for our guests to arrive. They are invited for two o'clock, and we shall permit them to roam about from one booth to another for a

half hour or so in order to see the various exhibits. But at 2:30 a bang and a crash will introduce the “Tin Pan Parade,” and our program has begun. (Someone among your number will have the music for this song which was popular about 1927 or 1928.) This can be made a very stirring march number with the tin can section of the band marching in and taking their seats ostentatiously in the orchestra pit.

Our orchestra need consist of only one good pianist assisted by the Tin Cannists, but of course other instru-

ments will add to the effectiveness, and the tin cans may make up the percussion section. Their music will be somewhat limited, no doubt, but with the background of one or two good musicians, tin cans with a few pebbles, dishpans with wooden spoons as drumsticks, and other “canny” and uncanny combinations can be made to furnish stirring music on the rhythm-band order.

Costuming will be important, and the players should never be allowed to forget that they are real, genuine, living artists! Russian blouses, with borders of motifs obtained from tin can wrappers or copied from them, and tall hats (replicas of tin cans with all the pictures and printing



Among the best sellers at a carnival are found attractively decorated candlesticks

left on) will help them to maintain this professional attitude.

Now we are ready for the opening chorus. It may be a further (vocal) rendition of the "Tin Pan Parade" or something entirely different. A tin can parody on any current popular song would be good, or some old song might be made to live again at the touch of our artists. (Our program committee—as well as all the others—will have to be as original as Adam!)

Following the chorus the chorines (dressed to represent the famous 57 Varieties) go into a dance. It can be very effective, though very simple, when done with the assistance of tin can stilts. (Better practice this for some little time previously, for stilts are tricky and a public spill would be embarrassing to the "spillee," to say the least!) The stilt is easily made by punching two holes in opposite sides of a tin can, running a stout cord or wire through the holes and tying the ends together in a length just long enough to reach the hands of the person using the stilt. In order to leave the hands free for action a "harness" coming over the shoulders might be used, or the stilts might be fastened firmly to the feet of the dancers with a stirrup effect over the instep. The cans should be painted brilliant colors or shined brightly in keeping with the rest of the stage setting or the color scheme for the affair. Stilts for each of the dancers should be in keeping with the one of the 57 Varieties which she represents, and the various pairs may be of assorted sizes.

A drill similar to the "Seven Jumps" dance, a modification of our old friend "Looby Loo" on stilts, or a "Lazy Bones" dance could be made to fit our theme. Lazy Bones should be costumed with ragged straw hat, much-patched overalls, and red bandana. Any simple routine with very few steps will suffice, as the mere fact that the dancers are mounted will make the number entertaining. Perfect unison and good rhythm must characterize this number as in tap dancing.

Now we must give the audience more information about our carnival. This can be done in a strictly informative "Eulogy to the Tin Can" explaining in somewhat flowery terms that the tin can up to now has been overlooked, misjudged; that housewives who are experts with the can opener are benefactors of humanity; that without so many of them today's carnival would have been impossible and the longer they continue to use the can opener and the more such housewives there

are, the further will civilization progress. Tell of the recent change that has come over the 9,999 cans used in preparing for the carnival. State your platform as "A can opener in the hand of every man, woman and child"—"the dawn of a new era for the tin can." It has now come into a new dignity; friends all over the land acclaim the tin can—true, in other forms, but a tin can none-the-less!

Let this eulogist introduce the auctioneer whose duty it will be to make the audience (your patrons) feel that the tin can has now fully metamorphosed and that the things offered for sale are real and not mere caricatures of genuine articles and the fact is that with care they can be made just as worthwhile and much more interesting than much of the novelty ware offered at Christmas time in variety and department stores.

If the auction is planned as the main feature of the afternoon, the other numbers on the program should be cut short to allow it plenty of time without making the program long and tiresome. In this case it would be advisable to intersperse the auction with entertainment for variety. But if the auction is only a part of the program it should be shortened as much as necessary to allow ample time for other entertainment.

Having satisfied ourselves with the auction's returns, at least temporarily, we can bring our program to a close with another number featuring the Tin Cannists and the combined chorus and band. What could be more appropriate than "Jingle Bells"?

Other Features, Including Refreshments

Before the audience is dismissed to roam again among the booths, announcement should be made regarding the sale which will immediately take place, and the refreshments, which it is now time to serve. Tickets have been mentioned and sufficient explanation given as to the use of the tin cans thus collected. Here is where the dime comes in.

If the affair is planned as a social for an organization, refreshments will be expected. If it is planned as an exhibit and entertainment with many outsiders invited, refreshments will be a gracious touch. But here again limitations must be remembered. For a small, intimate group, frozen Tin Can Salad—peach, pear or other fruit, cheese tidbit crackers and coffee should be served. The salad consists simply of slices of syrup-

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On New Haven's Nature Trail

By WALTER L. WIRTH

Superintendent of Parks
New Haven, Connecticut



Courtesy Parks and Recreation

ONE OF THE new recreational activities of the New Haven Park Department is a Municipal Bird and Nature Club organized about the first of July. The club found immediate favor and the membership soon rose to approximately two hundred, new members appearing every week at the meetings. In the short time it has been functioning the club has created an interest in nature never before known in the city. To meet the demand for knowledge about bird life, plant life and other natural facts a new department of nature instruction has been created.

For over a mile in West Rock Park a trail has been blazed which tells the story not only of our native birds and New Haven's trees, wild flowers and city life, but of prehistoric America as well. Along this twisting, intriguing trail which weaves in and out of the wooded area at the base of West Rock, there are many lessons to be learned by all interested enough to take the hike.

Signs Along the Way

Along the trail we have placed cards telling the names of trees, plants and shrubs, and some of their characteristics so that people can more easily remember them. There is, for example, the nature club's model dairy, a dairy in which the cows are plant lice and the dairymen industrious red ants. Faber tells many interesting facts about ants whose social life is one of nature's wonders. And here at West Rock Park may actually be seen one of the most remarkable of these wonders. An

alder tree is the site upon which this unique dairy has been established and the care lavished upon the plant lice or aphides by the ants is comparable to the attention given blooded milch stock at the finest dairies.

We went beyond the nature study that is found in text books in plotting the outdoor classroom. The long and unpronounceable names, which only scientists or advanced students understand, are the exception rather than the rule on the profusion of signs with which the entire trail is lined. Instead colorful characteristics of the plants, unusual plumage of the birds, or freakish tendencies of the trees are described.

For instance, we bring the following to the attention of the public. "Do you know that you may wash your hands in the woods with a natural soap comparable to the finest cleanser on the market? All you require is a little water and "bouncing bet" or soap wort bush. From its pink blossom you can work up a good lather as from any soap." Certainly it is more interesting to know this than to be told the name science has given bouncing bet or "my lady's wash bowl," as it is sometimes called. That is why the signs that dot the nature trail lure one to complete the hike. Every sign is a nature story and a most interesting one.

At the start of the trail a number of these cleverly phrased signs have been placed to excite the interest of any one who ventures that far. A larger sign carries reproductions in color of the birds that may be encountered along the trail.

"This trail is planned as a friendly guide for any one who wants to get better acquainted with the interesting things of nature," a sign at the head of the trail avers. Truly it is a friendly guide and a mighty instructive one.

Another sign imparts the knowledge that thirty species of trees are identified along the trail; that five different types of oak will be encountered; that two kinds of hornbeams have been marked; that plants which provide free room and board for insects are along the route; that the tree from which the wintergreen is obtained and the bush that gives us witch hazel may be studied; that a dozen or more ferns thrive in one shaded nook. All these and other interesting things are to be learned by a hike over the trail, the sign points out.

Varied Scenery Adds Interest

The trail meanders in a general circuitous route, and in planning the course in nature study, has been divided into several parts. Along the route one traverses heavily wooded areas, shady glens and slightly boggy marshlands. Brooks are crossed by quaint rustic bridges, and at several points we find the woods on the one hand and the open lea on the other. The first section of the trail, or the first class in the Park Recreation Bureau nature course, has to do with trees and plants. A stately catalpa tree at the trail's beginning is marked by a sign which suggests how readily this species may be identified by its bean-like seed capsules. The catalpa is sometimes known as the "cigar tree" because of the shape of the seed pod, we learn from the sign.

A staghorn sumac is recognized by a hairy growth or fuzz on the branches, and other trees carry signs containing equally quaint characteristics by which they may be identified. There is a complete discourse on food making plants in other series of signs strung along the first section of the trail.

From plant life we progress along the trail to

a tumbled mass of boulders spewed up by some prehistoric disturbance or sent hurtling down from a mountain side long since sunk into the earth's maw. Along this part of the trail will be found the story of glacial Connecticut. The geological phenomenon that brought these giant boulders to West Rock was quite likely a glacier.

The Judges' Cave, mecca of thousands of patriotic Americans seeking to view the hiding place of the regicides, Whalley and Goffey, may have been carried here from Meriden during the glacial age. Further along the trail there is an outcrop of the same sort of rock of which West

Rock is formed. At both of these geological displays many signs have been placed, one set to tell the story of glacial Connecticut, and the other to impart knowledge of West Rock's probable formation.

As told by the signs, the story of the boulder runs like this. Nearly a million years ago New England had a winter that lasted thousands of years. We call it the ice age or glacial period. During that time an ice sheet half a mile thick flowed down over Connecticut covering even the highest hill. As the huge glacial mass moved along it plucked off huge masses of rock from the surface over which it passed. Carrying them with ice or pushed on the bottom when the ice melted, these boulders, twisted and broken by their journey, were dropped some-

times a long way from home.

From other interesting signs we learn: "A living tree is like a huge factory. Raw materials—water and salt—are taken in through the roots. Gases are taken from the air through the leaves and are combined with the other raw materials to make food. The green leaves are the machines. Power is supplied by the sun." We also learn that the shad bush is so named because it blossoms when shad "run" and that the June berry got its name from the fruit assuming a crimson hue at the very beginning of summer. The Service berry sign tells us it is so called because the Indians use



Courtesy Parks and Recreation

The trail, in its circuitous wanderings, takes one through wooded areas and shady glens.



Courtesy Parks and Recreation

its fruit to make a sort of cake. And speaking of Indians, nature lovers will find the Indian cucumber and the Indian turnip along the trail.

Of the spice bush the signs tell us that during the Revolutionary War the powdered berries were used as a substitute for allspice and the leaves as a substitute for tea. The sassafras, found in abundance, gives us an oil for use in perfuming soaps, and medicine is made by distilling the bark, twigs and roots.

The tulip tree, sometimes known as white wood, is used extensively for the interior woodwork of houses, for cabinet work and in boat building, our ready sign board guide advises, and you may distinguish huckleberries from blueberries by the presence of resinous dots on the under side of the huckleberry leaf and the absence of teeth on the leaves. The huckleberry branchlets are brown and the berry has ten seed-like containers, each with a single seed.

All along the trail the hiker finds information about the native birds.

The woodchuck has his place of honor in the story of the trail.

Bird and Animal Lore

Another section of the trail is given over to bird lore. In fact, signs containing pictures in color and information about various native birds may be found from one end of the trail to the other. But in one particular stretch of path a number of signs have been grouped so that the guide or lecturer may discourse on New Haven's and West Rock's feathered tribe. Birds' nests have been discovered and duly marked.

Wherever other species are known to habitate signs have been placed to warn the hikers to be on the lookout for these particular birds.

A woodchuck's hole is not only marked by a sign that contains data about this elusive little creature, but a picture of the animal is shown as well. In a low section of the trail where the land is marshy, different growths of ferns have been labeled and mushrooms and other fungi identified. Further along the home of the dairy farming colony of ants is discovered and a complete tale of the ants' cows. The story of witch hazel and

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Courtesy Parks and Recreation

How Volunteers Helped in Philadelphia

By ELIZABETH HINES HANLEY
Director, Recreation Arts Department
Playground and Recreation Association
Philadelphia

LAST SUMMER the Playground and Recreation Association of Philadelphia conducted three playgrounds, but with the limited funds available only one center could be provided with a full staff of paid employees—a director and two women assistants. On the other two playgrounds only the director was paid, but because of the larger attendance and program a staff of five or six workers was essential.

To meet this situation a call for help was sent out to a small number of carefully selected volunteers. A hundred per cent response was the surprising result, with only one-third of the volunteers failing to go through the entire season. This splendid record was in all probability due to the fact that most of the volunteers were trained and more or less experienced in some profession. There were two school teachers, one kindergartner, two advanced students in arts and crafts, two college seniors specializing in art and domestic science, one high school girl interested in social service, and two story-tellers from the Society for the Prevention of Cruelty to Animals.

All the volunteers reported regularly on their allotted days, some giving extra time occasionally. The assignments were made for one afternoon or evening a week, but the kindergartner became so interested that she reported nearly every day, often for both afternoon and evening.

On one playground two seventeen year old girls who had grown up at the center offered to make themselves generally useful and proved to be among the most faithful and valued of all volunteers. They supervised the swings and sand pile, told stories and dramatized them, coached volley ball, directed the doll library and the incidental sewing for the dolls, arranged the special parties, conducted children's games,

organized the craft groups and put on a little play at the end of the season. The only "outsiders" at this playground were two directors

of arts and crafts who came the last month, the story-tellers from the S.P.C.A., and a young man who dropped in occasionally to help with the sports for the younger boys.

Testimony from the Directors

Another source of leadership noted in the director's final report deserves special mention. "It seems to me," he comments, "that the ground was easier to discipline because of the cooperation received from the safety patrol and the older boys and girls. This was interesting to watch because it proved the carry-over value of previous training and what can be done in times of stress."

The director of the other playground had more volunteer help, all satisfactory for the most part, but he, too, paid special tribute to the older boys and girls for their general cooperation in conducting activities and maintaining order. "In the matter of discipline," he says in his report, "we had very little trouble, and the damage done by the children was held to a minimum. There were very few cases where boys needed discipline at all, and in these I found that by giving the dis-

turbing individual a position of some responsibility he was in every case changed from a disturbing element to a helpful one. The attitude of the children using the playgrounds left little to be desired. They were for the most part helpful and willing and entered into the spirit of making every project a success. Good sportsmanship was another admirable trait which characterized this season, and the children showed a disposition to try to make things as easy as possible under trying circumstances."

Much has been said about the importance of volunteer leadership in recreation at a time when budgets are decreased and increased attendance makes more leadership imperative. Charles H. English, Executive Secretary of the Playground and Recreation Association of Philadelphia adds another reason for using volunteers. The number of skilled workers available, he points out, has increased greatly. Of the million and a half young men and women graduated from college last year only 30 percent are gainfully employed. Recreation leaders must do their part to help these people render service during enforced leisure to prevent mental stagnation.

Tot Lot, the playground with a full staff of paid employees, had no regular volunteers, but story-tellers dropped in now and then and the older children were often leaders in special programs such as singing, parties and simple games. The director here also reported a splendid spirit of cooperation on the part of the children. "Never before," he says, "have the children been able to play for any length of time unattended by a supervisor or teacher.



Story-telling, very popular with Philadelphia children, provides opportunity for volunteers.

In many cases not even a junior leader has been necessary to keep the children at various types of play. The unattended children in many cases harnessed their imagination to many stars of their own accord, and their reactions were perfectly satisfactory. The social leaders carried on their work with a greater degree of satisfaction not only on the playground but also in neighborhood play, fixing up their own homes and generally helping to improve their circumstances in life."

The Doll Library

On all the playgrounds there was a rather unique activity which was largely instrumental in bringing out the spirit of cooperation, leadership and initiative. This was the doll library with incidental parties and shows which had an irresistible appeal even for the younger boys. In fact, the demand for dolls exhausted the supply the first week the library was opened. To meet it we were obliged to call constantly on the stock reserved as samples for the Christmas toy shower, with the result that at the end of the season not one of these was left. Most of the dolls were left-overs from the last toy shower, and there were about 300 of them. Twice that number, however, could have been used. The dolls were literally adored by the children, and the care of them led to the development of such desirable characteristics as cleanliness, tidiness, carefulness and responsibility. Interest in sewing was also increased by making clothing for the dolls and getting them ready for parties, parades and the final exhibit.

The children took the dolls out on the library card system for books and returned them the next

week. They could make renewals if the dolls were brought back clean and in reasonably good condition. Exchanges were also permitted if desired, but few were made as the children became so attached to their original selections that they usually retained them until the end of the season when permanent ownership was given if all the requirements had been made. These requirements were that the dolls should be kept clean and in generally good condition during the season.

This activity proved especially valuable at the Tot Lot Playground where a kindergarten and baby clinic had been opened for the summer. The tots were kept both happy and occupied with mothering their dolls in all the ways familiar to them in their own lives—dressing, feeding, bathing, doctoring, spanking, teaching and loving them!

Radio Homecraft Clubs

Even the building in which the clinic and library were housed was affected by the activity introduced by the dolls. This resulted from the interest of the ten to twelve year old girls in helping the club leader renovate and decorate the rooms, especially those used for the library and for teas and doll parties. They threw themselves into this activity with an ardor so intense that they could not bear the thought of discontinuing it at the end of the summer, for it was the only oppor-

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From Game Room to Neighborhood Center

By JOSEPH ADLER

Recreation Director

Lavanburg Homes

The record of six months of recreational activity in one of the model tenement house projects in New York

WHEN THE Lavanburg Homes, located on Goerck Street, between Stanton and East Houston Streets on the extreme east side of the city, opened in December 1927, the idea of including a social and recreational center as part of a model tenement project seemed a bit visionary. Today the plan has proved its value so conclusively that the recently enacted municipal housing authorities law gives specific permission to every housing authority to provide in its projects "social, recreational and communal facilities." If this clause in the law needs defense, it lies in the fact that the distinction between living and mere existing is nowhere drawn more sharply than in the slums of a great city, where an extra window in an apartment, or ten square yards of safe playing space, may make all the difference.

The Lavanburg Homes were built to house actual slum residents, and from the beginning the tenants have been families that moved in from the surrounding neighborhood or from similar slum areas in other parts of the city. They are not a "select" group in the sense of being superior, economically or otherwise, to their neighbors in the old law tenements all around them. The history of the development of their communal life, therefore, has a general validity which ought to be taken into account now that New York has federal money available for housing.

In an early issue of the *Lavanburg News*, a mimeographed single sheet written and edited by the children of the Homes, the following announcement appeared:

"The game room will be opened officially on Sunday, November 3, 1928. Some of the very interesting games that will be found there are ping pong, checkers, chess, lottoes, and others. The game room will be open on Monday, Wednesday and Sunday."

Thus lamely the game room that was to grow into a genuine community center got off to its start.

Clubs for All Ages

In the course of the previous summer, while tenants were still adapting themselves to the strange circumstances of their new homes, a certain amount of organization of the children had been going on. The Health Club for children from eight to ten years old, and the Pioneers for those of ten to twelve were formed in April and had met on the roof throughout the warm weather. In May, four more children's groups were formed. One of these was the Commissioners, which had as members a number of the older boys of the house whose function it was to act as combination big brothers and monitors.

The Mothers' Club and the Fathers' Club also came into existence in May of 1928, as a result of proposals originating with the tenants themselves. During that summer, the mothers and fathers supervised play groups on the roof which is equipped as a practically complete playground, and had thus had the opportunity to become better acquainted with each other. More than this, they had contact with organized recreation, for the first time, in most cases. In the fall it was comparatively easy to interest them in the plan of a recreation center indoors.

At no time has there been any kind of coercion practiced to force participation in the social life of the development. A primary principle adopted by the directors was that only such activities as attracted voluntary attendance would be encouraged. If a club or other group, once started, proved pointless or uninteresting, it was dropped without formality. If a group outlived its usefulness it was allowed to die peacefully.

Thus the Commissioners did valiant service as a training agency in the mores of a new kind of living for the children of the slums. When it had

served its purpose, the members were already being attracted by other activities, and the club quietly faded away.

On the other hand, no activity was ever in danger of being discontinued for the sake of mere novelty. The library, for example, began in the first year as a corner of one book shelf in the office of the supervisor. Now it occupies a section of the main center and has stimulated into being a bookbinding club. The shop, too, has had a continuous life from the early days. Still other activities, of which the newspaper is the best instance, have had a sporadic life. These grow and decline freely, in strict proportion to the amount and intensity of interest shown by the youngsters.

Membership Based on Interest

A third principle governing the work of the recreation staff has been that room must be found, or made, for everyone showing interest. Membership in the center is not based upon competitive requirements for admission, nor upon residence in the Homes.

The newspaper, now very much alive again, provides a share in its activities for little fellows of seven or eight as well as for college freshmen. The shop gives an opportunity for manual work to boys who like it but who will probably never use their training for anything much more highly skilled than driving a tack to hang a picture.

Children from the neighborhood, outside the Homes, have always been welcomed in the center on the same footing as those who live there. At the present time there are about 300 boys and girls in nightly attendance from seventeen different streets roundabout. Briefly, it is not the exceptional child, but "every child" who has been given the chance to live with the least possible handicap from his economic position.

There are few things boys enjoy more than playing Indian, even though the scene must be laid in a tenement house instead of the "great open spaces."

The one competitive activity going on in the center is an athletic organization of boys and girls of from eight to fourteen years of age, called the Blues and Golds. The boys and girls in this group are segregated by age and sex. They compete not only in ordinary athletic games, but in singing, acting, and other group activities. The experience with the Blues and Golds is significant psychologically and sociologically. This one concession to old-fashioned prejudices about human nature draws to itself neither larger numbers nor greater enthusiasm than most of the other 38 non-competitive activities in the center. Rugged individualism may not, after all, be incurable.

Gymnasium work has had to be conducted under difficulties. Impractical dreamers, as the original planners of the Lavanburg Homes may have seemed in 1926, they were too modest to include a gymnasium in the buildings. Arrangements have been made with the city for the use of public school gyms twice a week, and there are now, in spite of this slight hardship, about a hundred members in the gym group.

A weekly forum on current affairs is presented by a group of adults and older boys and girls calling themselves the Neighborhood Sponsoring Committee. They have brought speakers to the center on subjects ranging from the city election campaign of last fall to analyses of the National Industrial Recovery Act. Attendance at these discussion meetings is about a hundred and remains constant.

A final contrast: In January, 1929, two months after the center had opened as a mere game room, the total attendance at the center for the month

(Continued on page 214)



How to Produce a Play

MANY TRUSTING play directors and actors have been betrayed by the statement, "A poor dress rehearsal makes a good performance." They did not realize that whoever originated that delusive phrase did it merely to keep his actors from leaving town before the night of the performance!

There is only one way in which a poor dress rehearsal can make a good performance, and that is by comparison. The dress rehearsal may be so terrible that the producing group thinks that the performance is good, when it is not good at all but is merely an improvement over the poor dress rehearsal!

It is quite true that the majority of amateur dress rehearsals are "flops." Half the night is spent in trying to get the scenery to stand up. The other half of the night the actors forget everything they ever knew.

The Preliminaries

The cause of this state of affairs can be traced to the bad habit of trying to fit all the parts of the production together in one evening. For the first time the scenery is placed upon the stage, and it refuses to fit together in one corner. The lighting artist works his lights for the first time and blows out a fuse. The actors put on their costumes and the hero finds that his is three sizes too small. For the first time the actors are in make-up, the right furniture is being used, all the properties are on hand, the curtains are pulled, the prompter is in the right place, and the poor actors are so overcome by all the things they've never seen before that they forget everything! Confusion and loss of memory reign supreme!

The last half dozen or more rehearsals should be so organized that these parts of the production are fitted in one at a time. For five or six rehearsals before the dress re-

By JACK STUART KNAPP
National Recreation Association

hearsal the actors should wear costumes. For four or five rehearsals before the final one they should put on their make-

up. The scenery should be in place three or four rehearsals preceding the dress rehearsal, and the lights should be experimented with at least two or three rehearsals before the last one. The day before the furniture that is to be used should be brought on.

The dress rehearsal is run exactly like a performance. Everything is in its proper place and is used as it will be the night of the performance. The writer has found it a good plan to invite a half dozen interested people to the dress rehearsal to act as an audience. This makes actors and producing group work harder and gives them the "feel" of playing to an audience.

At the Dress Rehearsal

The dress rehearsal should if possible run without interruption on the part of the director. It is too late at this stage to make any changes, and they won't be remembered the night of the performance.

A poor dress rehearsal lends itself to nervousness and lack of confidence, resulting in a weak and jerky performance. A good dress rehearsal assures confidence and a smooth, strong performance.

If the actors are inexperienced and have been rehearsing strenuously, the director might, immediately after the dress rehearsal, advise his actors to go home and forget the show until time for the performance, and to sleep, rest or read quietly a few hours before coming to the theatre.

On the Opening Night

On the opening night, the actors should be in the dressing rooms an hour before curtain time, getting into costume and make-up. A few moments before the curtain the director may call them all together for

In this article, which is the final one of his series, Mr. Knapp points out the fallacy of the theory that a poor dress rehearsal means a good performance, and tells how to avoid the "jitters" which so often threaten a play's success. The final performance is not the end, according to Mr. Knapp, who tells of some of the after-play matters which must be given attention.

a few brief instructions, warning them to watch their cues, to keep quiet offstage, to keep to the tempo of the play, and to keep out of sight of the audience when offstage. Then with a few quiet words of confidence and encouragement he dismisses them to their places.

The stage manager then calls "Clear the stage." Everyone leaves the stage except those supposed to be found there when the curtain rises. He next calls "Places," and actors upon the stage get into character and into their proper positions. Finally he calls "Curtain," the curtain rises and the show is on. If the play has been properly organized and rehearsed it will run smoothly, the staff working efficiently and quietly, the actors concentrating upon their performance.

Curtain calls should be allowed only after the curtain falls on the last act, and they should be rehearsed, so that each actor knows what place to take upon the stage and what to do. Audience and guests are not allowed backstage during the performance.

"Putting the Show to Bed"

Immediately after the final curtain, the director and stage manager should have the entire cast and producing staff help "put the show to bed." They all help strike and stack the scenery, put away properties and lighting equipment, and clean up the stage, leaving it in a state of order. This can be done quickly and merrily by the whole group, instead of drearily and laboriously by a few people the next day.

The actors then get out of costume, remove their make-up, and are ready to go home with friends and family, listen to the usual compliments and enjoy their triumph.

A few days later the director begins to receive telephone calls.

"This is Jones Furniture Store, where's that set of furniture we rented you?"

"This is Mrs. Smith. I lent your leading lady an evening gown for the performance. I'd like it back, please."

"This is the Johnson Hardware Store. We lent your property man a revolver for a show. Where is it?"

The Final Check Up

To avoid this, and to check up on the results of the performance the director should call a

meeting of the staff and the actors a day or two after the performance. This meeting may well take the form of a party, with refreshments. The performance is discussed, criticized by the director and other members of the group, and each member of the producing staff gives his report. The business manager tells how much money was or was not made, reports bills paid, or still outstanding. The property man checks up on all properties, and the costume director on costumes, seeing that each is returned. The make-up artist reports the kit in order, what material is needed in replenishing it, and other details.

The group by this time has forgotten the time spent in preparing the show and all the trials and tribulations undergone, and realize that they have had a very enjoyable time, and have undergone a very worthwhile experience. Someone suggests "Let's put on another play," and they are off on another creative effort.

The writer congratulates the directors and actors who have had the courage and perseverance to read all of these articles and wishes them good luck and "many curtain calls"!

A Brief Bibliography

This brief summary of how to produce a play may be greatly supplemented by studying the following publications.

- The Book of Play Production*, by Milton Smith. D. Appleton. Price \$3.00
- Community Drama*, National Recreational Association. Price \$2.00
- Drama Clubs Step by Step*, by Charles F. Wells. Walter Baker Co. Price \$1.00
- Lighting the Stage*, by Jack Stuart Knapp. Walter Baker Co. Price \$1.25
- Play Production Made Easy*, by Mabel Foote Hobbs. National Recreation Association. Price \$.50
- Technique in Dramatic Art*, by Halliam Bosworth. Macmillan Co. Price \$2.60
- Ten Theatre Make-up Bulletins*, Max Factor Make-up Studios. Price \$.35
- Time to Make Up*, by Richard B. Whorf. Walter Baker Company. Price \$1.25

PUBLISHERS

- D. Appleton and Co., 35 West 32nd Street, New York City.
- Macmillan Co., 60 Fifth Avenue, New York City.
- Max Factor's Make-up Studios, 1666 No. Highland, Hollywood, Cal.
- National Recreation Association, 315 Fourth Avenue, New York City.
- Walter Baker Company, 178 Tremont Street, Boston, Mass.

Boston Revives the Medieval Pageant Wagon

By MARGARET CASWALL

Boston, Massachusetts

PICTURE to yourself a huge red and yellow wagon drawn up in a city park or playground, with one of its sides let half way down to make a platform, revealing a painted background and intriguing drop curtains about to be pulled back for the entrance of actors and actresses. Picture in front of this an audience of several hundred fathers, mothers and babies standing or sitting on improvised benches; and in the "dress circle" hundreds of children sitting in the dust in order to get the nearest and finest view of the mysteries to be revealed when the curtains are drawn.

You are now in the presence of one of the most interesting innovations of Boston's Community Service and the city's Park Department—a traveling theater which for several summers has been training some of the school children to give classical plays for the education and entertainment of all the neighborhood.

In Medieval England

Then go back for a moment to medieval England. And you will find just such stage wagons and just such eager audiences, though with all the differences of costumes and manners which belong to that period. For it was just that old time custom which gave the idea to Boston of 1932, but with a difference—for there were horses then to draw those lumbering stages from place to place, whereas modern times must need omit the horses

"Every company had its pageant; which pageant (wagon) was a high scaffold with two rooms; a higher and a lower, upon four wheels. In the lower they apparelled themselves, and in the higher room they played, being all open on the top that the beholders might hear and see them. The place where they played was in every street. They began first at the Abbey gates and when the first pageant was played it was wheeled to the high cross before the mayor, and so on to every street; and so every street had a pageant before them at one time, till all the pageants for the day appointed were played; and when one pageant was near ended, word was brought from street to street, that so they might come in place thereof exceedingly orderly and all the streets have their plays afore them all at one time playing together."—From a description of pageant wagons of mediaeval days written in 1594 by Archbishop Rogers.

in favor of a big motor truck. In the olden times, too, the plays were given for the most part in front of the windows of the people who had contributed most generously to their upkeep, whereas Boston's plays are as free as the air to all who wish to see them.

To all parts of Boston goes this play wagon. During August eight performances were held at the various points. The actors and actresses are all school children trained by members of the staff of Community Service in rehearsals twice a week for a month. The wagon and the truck are donated by the Park Department.

What It Means to Audience and Participants

It has been proven that the audiences are getting as much from these plays as are the young performers. "Last year," said a staff member, "we had a hard time to keep the audience quiet during a play. They seemed to think their part in the performance was to talk all the time, making jokes at the expense of the cast and getting nothing out of it. But they have learned better, for they have discovered that they were losing something. They are now very quiet and absorbed in the action of the play." The audience is getting a better type of dramatic performance than they often find at the movies, and most of the children for the first time are seeing living actors on a stage.

"We find much talent

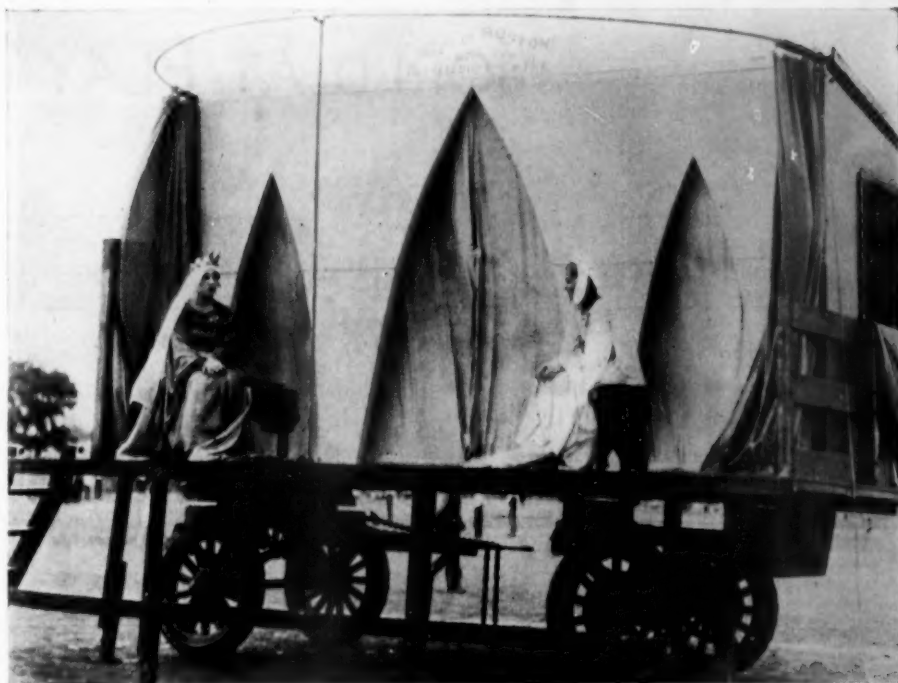
among these children," said one of workers who had helped to train them. "It is an excellent thing to give the children a chance to develop by this form of self-expression. They also have learned good diction and the value of a co-operative spirit. We allow the children to express their own idea of the characters they are to portray as much as possible; we never tell them beforehand just what the character represents, and sometimes they bring out surprising interpretations.

"We usually take one or two out of an old group of actors and put them with a new group so that they can teach the newcomers what they have already learned about things. So long as they have some part in the play the children do not seem to care what characters they act; they do, however, like comedy most of all as does the audience."

"The Queen's Lost Dignity," "The Knave of Hearts," "A Nativity Play," "Doctor in Spite of Himself," and other plays have been given. There are usually two casts on hand for these plays, each giving a performance once a week. And in between the acts there are other diversions for the wondering audience—dances and music by local talent, and a community sing to top the program.

Planning for the Performance

If you should happen in at the offices of Boston Community Service you would find yourself in a real back stage atmosphere, for costumes of all sorts—and it is said there are a thousand of them, many in process of repair or construction—are hanging about. Many Biblical costumes are among the number. Bustles, too, and other "Godeyish" fashions are stored away ready for the play that needs them. Much planning and scheming are necessary to keep this interesting dramatic venture



going, for funds are not plentiful and one dollar often has to do the duty of five.

"A play every night of the week" is the ambitious aim of this children's traveling play house. And who can tell what noted actors and actresses of the future may now be "strutting and fretting" upon the picturesque red and yellow wagon stage of Boston's Community Service?

Among the many plays suitable for production on such travelling theaters as Boston has used are the following: *The Happy Man* by M. E. Irwin, Oxford University Press, New York City, \$.20; *Six Who Pass While the Lentils Boil* by Stuart Walker, D. Appleton & Company, New York City, \$.50, royalty \$10; *The Dyspeptic Ogre* by Percival Wilde, Walter H. Baker & Company, Boston, \$.35, royalty \$10; *Little John and the Miller Join Robin Hood's Band* by Percy Boyer Corneau, Old Tower Press, Lockport, Illinois, \$.40; *Little Scarface* by Amelia H. Walker, Norman Remington Company, Baltimore, \$.40, and *The Clock Shop* by John Golden in "Three John Golden Plays" published by Samuel French, New York City, \$1.35, royalty \$10. Two new children's plays based on old favorites will be of interest. These are *The Crystal Slipper* and *The King Who Burned the Cakes* by Marion Holbrook, Drama Service, National Recreation Association. Price, \$.25 each.

WORLD AT PLAY

A Program for Shut-Ins

THE Playground and Recreation Association of Wyoming Valley, Pennsylvania, is conducting a program for shut-ins. A worker from the association, paid out of relief funds, visits each of the thirty-one shut-ins each week. The community is giving splendid cooperation in this program, wholesale dealers supply fruit and many individuals furnishing flowers. Handcraft projects are being developed for many, and good reading is being made available.

A Recreation Center for Framingham

THE City of West Springfield, Massachusetts, has purchased a 65 acre tract of land which will be used for recreational purposes. Thirty thousand dollars was obtained from CWA for the project; roads and bridges have been built and areas for tennis, baseball and other sports have been laid out. The appropriation obtained by the Recreation Commission for this year's work is \$250 greater than last year.

Summer Planning in Akron

THE Better Akron Federation, Akron, Ohio, has allocated \$10,000 to provide summer playgrounds for school children, and members of the City Council have agreed to appropriate \$5,000 of gasoline funds for the maintenance of traffic policemen at the playgrounds. In addition, the Board of Education and the City Recreation Commission were assured of \$4,000 of school funds, \$4,000 in labor through the FERA and county relief agency, and miscellaneous receipts expected to underwrite the \$25,000 it will cost to finance the program which has been set up. The money will be used to provide forty-two playgrounds in strategic schools and public parks.

Consider the Animals!

IN April the municipal playgrounds of Los Angeles, California, held observances of "Be Kind to Animals" Week. Among the events scheduled were pet shows, parades of animals and birds, stories about animals during the story-telling hours, and talks on the subject of kindness to all creatures. At many playgrounds these events were supplemented by demonstrations of first aid to animals put on by Boy Scouts.

Status of Activities in City School Systems

IN "Emergency Federal Aid for Education," published in April by the Research Division of the National Education Association, a table is presented showing the status of certain schools and classes in city school systems, 1931-1933. In this study several hundred cities reported to the United States Office of Education on their school program in a number of fields. The report showed that of 696 cities reporting on physical education, 84.4 per cent had maintained or increased this activity, while 15.6 per cent had reduced or eliminated it. In the field of art 83.8 per cent of the 632 cities reporting had maintained or increased the activity, while 16.2 per cent had reduced or eliminated it. Seven hundred and twenty-two cities reported on music. Of this number 80.8 per cent had maintained or increased it, while 19.2 per cent had reduced or eliminated it. Five hundred and two cities reported on playgrounds and recreation showing maintenance or increase of 79.7 per cent; reduction or elimination of 20.3 per cent.

Morgantown's Drama Tournament

APPROXIMATELY two hundred people participated in the one act play contest conducted last year by the Recreation Council of Morgantown, West Virginia. The contest

was held in two divisions—city and rural. Players from seven communities entered the rural division—nine groups in the city classification. One of the city groups produced a beautiful home planned, home-made setting at a cost of \$1.19.

How Boston's Citizens Spend Their Leisure—In an effort to find out what the people of Boston want to do in their free time, the City-Wide Emergency Committee on Health and Recreation sent out 20,000 questionnaires, 7,204 of which were filled in and returned. Movies came first in popularity followed by swimming, card playing, baseball, magazine reading, and dancing which was sixth on the list. Among the activities which pooled more than 1,000 votes each were newspaper reading, vaudeville, basketball playing, attending plays, checkers, boxing, socials, jig saw puzzles, and concerts.

Sports Week in Hamilton—May 19th to 26th was Sports Week in Hamilton, Ontario, Canada, and games from soccer to checkers were in vogue. British rugby, quoits, horse-shoes, tennis, soft ball, bicycle races, fly and plug casting, track events and hard ball were a few of the sports played during the week by those competing in the contests. The greatest interest centered on the events for children, with roller-skating the prime favorite. The city was divided into four zones in which elimination contests were held. Finals were run on the last day of the week. The contest was held under the auspices of the *Hamilton Herald*.

Recreation in a Housing Project—In connection with the vast Dagenham Housing Estate of the London County Council, the largest experiment as yet undertaken in municipal housing in England, 116 acres have been reserved for development as a public playing field and open space. The plan includes the provision of a large children's section, seven cricket and eleven football pitches, a hockey pitch, eighteen tennis courts and a putting green. The contract for the work involves an expenditure of more than £20,000.

Summer Swimming Plans—On July 2nd the San Francisco, California, Recreation Commission opened two swimming pools for the use of

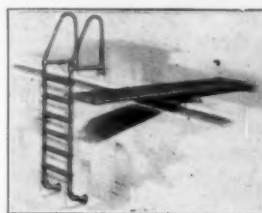


THE ORIGINAL JUNGLE-GYM

By far the biggest selling, SAFEST play apparatus in America. Based on the climbing instinct. Endorsed and specified by recreation officials everywhere. About 600 installed in Greater New York; 400 in Chicago. A big attraction on "Enchanted Island" at A Century of Progress. The Jungle Gym is a well designed, patented device and accommodates more children in same amount of space. Sturdily built. Five sizes. Write today for special folder.

LOUDEN PLAYGROUND EQUIPMENT

Mfrd. by J. E. PORTER CORPORATION, 120 Broadway, Ottawa, Ill.



LOUDEN also manufactures a complete line of modern beach and pool equipment. New broadside just off the press illustrates and describes full line. A copy is yours for the asking. Inquire about Hawaiian Paddle Boards . . . a remarkable new recreation and lif saving device.

boys and girls under eighteen years of age. An admission charge of 5 cents is made which includes suit and towel. The Playground and Recreation Department of Los Angeles has made a reduction in rates for the two plunges at the swimming stadium. Children sixteen years and under will be admitted for 10 cents; adults will pay 25 cents. Rates at all the other municipal pools will remain the same as last year—5 cents for children sixteen years and under; 10 cents for young people seventeen to twenty, and 20 cents for adults with an extra charge in each case for the rental of a bathing suit.

Entertainment Programs in Miami—The Miami, Florida, Recreation Department in co-operation with the Women's City Club of Greater Miami, presents a weekly story hour for children and adults in Bayfront Park. The program is very popular with people of all ages, the average attendance being 3,000 men, women and children. The story-telling hour is only one of the entertainment features provided for winter visitors without cost. Others

Magazines and Pamphlets

{ Recently Received Containing Articles
of Interest to the Recreation Worker }

MAGAZINES

- Safety Education*, June 1934
Happy Days on the Playground, by Doris B. Kapstein
- Bulletin of the American Library Association*, May 1934
Libraries in Community Buildings, by Susan T. Smith
- The Parents' Magazine*, June 1934
Come Out and Play! by Natt Noyes Dodge
- The American City*, May 1934
New Hampshire's Planned Park Projects, by Marjorie Sewell Cantley
Constructing Concrete Jetties As a Public Work Project
For Well-Spent Leisure Time in Hershey, Pa.
The Use of Water as the Main Factor of Interest in the Design of a Park
Lighting the Municipal Swimming Pool in Chanute, by Ross Cooper
- The Epworth Highroad*, June 1934
Home Fun, by Lynn Rohrbough
My Best Party
- Junior-Senior High School Clearing House*, May 1934
Interrelationship of Community-Service Groups, by Jay B. Nash
- The Journal of Social Hygiene*, May 1934
Substitutes for Vice, By Bascom Johnson

PAMPHLETS

- Playground Teachers' Guide*, Buffalo, N. Y., Board of Education, Buffalo, N. Y.
- Annual Report of the Superintendent of Playgrounds of the City of Ottawa*, 1933
- Annual Report of the Department of Recreation, Roanoke, Virginia*, 1933
- Playground and Recreation Commission of Alton, Illinois*, Report for the Fiscal Year 1933-1934
- Guide to the Appalachian Trail in Maine*
Publication Number 4. The Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. \$50.
- Twelfth Annual Report of the Miners' Welfare Fund for the Year 1933*—London, England
- Announcement of the Alleghany School of Natural History Conducted by the Buffalo, N. Y., Society of Natural Sciences*
- Education for Character: The Social and Psychological Background Research Bulletin* of the National Education Association, March 1934

include music, community singing, dances, talks and demonstrations held every Saturday.

Community Nights in Wilkes Barre—Last winter two community nights were held at each of the centers conducted by the Playground and Recreation Association of Wyoming Valley, the purpose being to give the neighborhood a more thorough understanding of the program. The stage and auditorium in each center were used. The program consisted of one act plays, singing, tap dancing, and exhibitions of handcraft and art. It is estimated that 15,000 people saw these performances.

Free Municipal Opera in Los Angeles—Free municipal opera made its bow in Los Angeles, California, with the quaint Chinese opera fantasy, "Flutes of Jade Happiness," written by Mary Carr Moore, well known local composer. It was presented on May 12th in the Griffith Park Greek Theater under the joint sponsorship of the Department of Playground and Recreation and the Board of Park Commissioners. The cast and choruses included many outstanding local artists. Well known stage directors and stagecraft experts volunteered their services to make the production a success.

A National Hiking Forum—If sufficient support is forthcoming, *Nature Magazine* will establish a National Hiking Forum which will be a monthly exchange of information, advice and news on hikers and hiking in the United States. As an experiment *Nature Magazine* is publishing in the June, July and August issues three hiking articles, among them, Organized Hiking, a National Pastime and Physical Requirements of Hiking. They are contributed by Ernest A. Dench, an official of the Interstate Hiking Club of New Jersey and New York.

Physical Education Letters Awarded—Physical Education Award Day was observed in April in Loveland, Colorado, when two health plays and a safety play were presented. The pupils of the third, fourth and fifth grades received the letters and chevrons for which they had been working under the point system, while sixth, seventh and eighth grade girls were given the athletic badges which they had won by passing the athletic badge tests of the National Recreation Association.

Recreation At a Copper Mining Camp — Bingham Canyon, Utah, a copper mining center, is located in a narrow gulch seven miles long. There is very little room for play, and when school is out the problem of what the boys can do is a very real one. For a number of years the Kiwanis Club has made the provision of recreation for the boys of the town one of its projects. Each summer the coach of the high school football team is employed as recreation director, the funds for his salary being solicited from welfare organizations connected with the mines and merchants in the town. The Kiwanis Club provides all the equipment needed, and the school district furnishes a bus which early in the morning five days a week collects groups of boys by districts and transports them to the flats beyond the mouth of the canyon where the Utah Copper Company has an athletic field. The boys take their lunch and stay all day. Baseball, tennis, basketball, football and similar games are played. Through this program juvenile delinquency has been greatly reduced.

A Map That is Different — The American Civic Association, Inc., 901 Union Trust Building, Washington, D. C., announces that Frederic A. Delano, Chairman of the National Capital Park and Planning Commission and President of the American Civic Association, has had manufactured a handkerchief map of Washington and the surrounding country which will be sold through the association for the benefit of the George Washington Memorial Parkway. The map is printed in six colors, red, blue, green, plum, brown and terra cotta, on a fine quality of muslin. It is possible, states the circular issued by the American Civic Association, that this interesting map will some day be of as great value as those early historic maps now in the hands of the Library of Congress and private collectors.

The maps may be ordered from the American Civic Association at \$1.00 each.

Street Accident Chart—During the months of June, July, August and September, the Lancaster, Pennsylvania, Recreation and Playground Association kept a record of auto accidents occurring to children of playground age. These were all taken day by day from the newspapers and were closely checked. Records were kept on a white cardboard chart, newspaper clippings being



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... TO YOUR SWINGS!**

The New EverWear Spring-Rubber Safety Seat for Swings, No. SR-206. (United States and Canadian Patents Pending) cushions every blow and prevents serious accidents. It is made of an ingenious arrangement of special, EverWear-designed, fabric-reinforced, tough, springy, long-wearing, tubular, tire stock rubber, which is so assembled in combination with spring steel, as to give a soft, springy, resilient, swing seat of remarkable safety, strength and durability.

All outside surfaces of the seat are springy rubber: **SAFETY!** All top and bottom surfaces are corrugated to prevent slipping: **SAFETY!** All edges are soft, springy, and resilient: **SAFETY!** All ends bend easily under any blow or pressure (but immediately spring back to their normal shape after the pressure is removed): **SAFETY!** No metal parts are exposed where they can become dangerous: **SAFETY!** No wood enters its construction: it cannot warp, split nor splinter: **SAFETY!** Requires no painting.

Suspension clevises are reversible, making both sides of the seat available for use (this feature doubles the life of the seat): **DURABILITY!** Rubber tough, long-wearing tire stock: **DURABILITY!** Spring steel is painted to resist rust: **DURABILITY!** Built to withstand heavy weights (tested under an active load of 950 pounds): **STRENGTH!** Edgewise, the seat can be sprung or bent under pressure or blows (adding further to its **SAFETY!**).

Weights 5 3/4 pounds (light for the rugged requirements of its service): **SAFETY!** Priced within reach of every buyer who values **SAFETY** on the playground (\$4.50 each, net, f. o. b. Springfield, Ohio, U. S. A. Price subject to change without notice): **ECONOMY!**

Investigate The New EverWear Spring-Rubber Safety Seat for Swings. Buy them to replace old swing seats. Specify them for all new swing outfits.

**NOW !!
BRING EVERWEAR SAFETY
... TO YOUR SWINGS!**

Manufactured by
The EverWear Manufacturing Company
Springfield, Ohio, U. S. A.

The World's oldest and largest exclusive maker of playground, beach and pool apparatus; a complete line of the SAFEST and most DURABLE recreation apparatus made.

Three New Playground Plays

The Drama Service of the N. R. A. offers three new plays for summer playground use. They are particularly adapted for the use of children between nine and twelve years of age.

- **The Crystal Slipper**

by MARION HOLBROOK
(from the story of Cinderella)

- **The Stolen Tarts**

by MABEL F. HOBBS

- **The King Who Burned the Cakes**

by MARION HOLBROOK

The cost of each individual play is \$.25. The set of three plays may be secured for \$.50.

pasted in columns and marked with red stars beside the written account of the accident. A black star indicated a fatal accident. The age was also written in a column beside the clipping.

Although six of the playgrounds were closed last summer because of lack of funds leaving only thirteen in operation in July and August, the chart which showed a great decrease in accidents when the playground season is in full swing proved that

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THE CHRISTIAN COMMUNITY

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RICHARD E. SHIELDS, Editor

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Vital News. Religious Digest

TWICE MONTHLY EXCEPT SUMMER

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Service Helps

ONE OF THE most popular of the playground devices manufactured exclusively by Loudon is the Junglegym. This statement is supported by the fact that there have been 600 or more installations in Greater New York, 400 in Chicago and proportionate installations in most of the country's metropolitan areas. Its unusual popularity lies in its appeal to the natural play instincts of children to climb, swing and hang the weight of the body from the arms and legs. Another advantage of Junglegym is that it accommodates a large number of children at the same time. Children invent all kinds of games to play on the Junglegym—games that develop imagination, initiation, self-reliance, courage, strength and agility. The supreme test of Junglegym's powers of endurance and its high degree of safety along with its popularity was indicated at "Enchanted Island," the children's play paradise at the Chicago Century of Progress.

The J. E. Porter Corporation of Ottawa, Illinois, manufacturers of Loudon playground, gymnasium and pool equipment, will be glad to send on request a special pamphlet illustrating and describing the four sizes of Junglegym. They will also be glad to send their new booklet describing the diversified line of playground, gymnasium, beach and pool equipment.

The Playground Department of Hartford, Connecticut, is using handcraft materials made of canvas and wool yarns which the children make into pocketbooks, hand-bags and hot dish holders. The materials come from the Pepperell Braiding Company of East Pepperell, Massachusetts. They are popular with many playgrounds because they are inexpensive and practical.

children's lives are by far safer when they are on the playgrounds than when they are running freely on the streets. The following figures show graphically one indisputable reason for establishing playgrounds in the motor infested city:

Total accidents for June—26 (1 fatal)

Total accidents for July—11 (Playgrounds open)

Total accidents for August—11 (playgrounds open)

Total accidents for September—27 (1 fatal)

Bernard Thomas

BERNARD THOMAS, known to his many friends as "Barney," died on May 1st. He came to this country from England forty-three years ago, and since 1925 had been associated with the Recreation Bureau of St. Petersburg, Florida, where he served as director of social recreation and special activities. Mr. Thomas had charge of the community sings held every Sunday on the pier. Each week between 3,000 and 4,000 people gathered to sing under the leadership of Mr. Thomas who was often spoken of as "the joyous and happy song leader who taught St. Petersburg how to sing." Of him the *St. Petersburg Independent* says in an editorial:

"The death yesterday of Barney Thomas struck a note of sadness which rang through numberless homes, not only here but in distant places wherever people lived who visited this city, for Barney's job of making people happy by making them sing also made him an outstanding individual. He is mourned today by tourists and home folks alike, by aged folk and children. His versatility touched all ages and classes. He was a rare person whose job was his life, and he fitted into it with amazing perfection. People who knew him, and they are legion, realize that words inadequately describe the uniqueness of a man who could with equal facility charm a crowd of four year old children or an audience of people past seventy, lead a newsboy picnic or direct a Rotary Club in song.

"Generous to a fault with his time, cheerful, witty, a natural, indefatigable leader, singularly adapted to the work he loved, Barney Thomas brightened a spot here which will long preserve his memory."

A Neglected Language

(Continued from page 173)

an Age of Nero or of Caligula. If, however, we use it in the direct expression of beauty through the fine arts, we shall produce an Age of Pericles, of Raphael, of Shakespeare, Purcell, and Reynolds, or of Bach, Beethoven, and Brahms.

The master genius in sculpture, in painting, or in architecture, has sprung only from a race whose blacksmiths and cutlers embellished their anvils, their swords, and their knives with bas-reliefs, whose merchants decorated their warehouses with frescoes, and whose guilds vied with one another to provide the most beautiful window or niche in their cathedral. So the great com-



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**SUNSHINE
FRESH AIR**

**Keep playgrounds free from dust
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PROTECTING children at play is the aim of the modern playground. How important to protect them from the dangers and dirt in dust! It's so easy and it costs next to nothing.

An application of Solvay Flake Calcium Chloride on gravel or earth surfaces effectively ends the dust nuisance. And Solvay Calcium Chloride kills germs. The photomicrographs pictured here show you the results. 347 cultures in the untreated dust. Only 3 in the same dust treated with Solvay Calcium Chloride.



Make this a dustless outdoor season on your playgrounds. Send today for full information and booklet No. 1159.



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FLAKE - 77% - 80%

poser can come only from a people who, not in formal concerts, but as part of their daily lives, as naturally as they talk and work and play, expend a share of their leisure and of their surplus emotional energy in making music together. The production of the genius in music is but a by-product of something far more important—the re-acquisition by the people themselves of the neglected language of music.

A Century of Progress through Books

(Continued from page 188)

Teacher meeting of each building. The royal court assembled and the King read his message to Parliament. The Queen, ably assisted by her ladies in waiting, conferred the Order of Merit upon all who had attained the honor of appearing in the Hall of Fame and commended those who had received honorable mention during the course of the project. She then presented the diplomas to all who had read ten books. More than 700 children took part in the project.

The Pittsburgh Day Camps

(Continued from page 190)

39 round trips from South Side District at \$7.50 daily.....	292.50
29 round trips from Strip District at \$7.50 daily	217.50
10 round trips at \$10.00 daily.....	100.00
	<hr/> \$1,370.50
Counsellors — Street carfare for volunteers	\$ 273.00
Director—Car rental	\$ 15.00
Street carfare	3.50
Car Repairs	8.70
Gas and oil, month of July	21.72
Gas and oil, month of Aug.	24.96
	<hr/> \$ 73.88
SALARIES	
2½ months—1 director at \$100.00 per month	\$ 249.99
2¼ months—8 head counsellors at \$60.00 per month	1,080.00
	<hr/> \$1,329.99
EQUIPMENT	
Games, including prizes, whistles, etc.,	\$ 50.65
Handcraft, including material and tools	210.70
Clean-up, including soap, towels, etc.,	10.30
First aid	4.15
	<hr/> \$ 275.80
MISCELLANEOUS — (hospital bills, phone calls, etc.)	
	37.97
Total	<hr/> \$5,199.80

NOTE: In considering the cost of the day camp it is important to remember that a considerable amount of clerical and stenographic work was donated by the Federation of Social Agencies and the local Community Council office secretaries.

Registration Cards

As a result of the summer's experience it was suggested that some changes be made in the system of registration. It was recommended, for example, that in June each school in the districts served should turn in the names of the children to go to camp, together with the specific information necessary. Some attempt should be made to impress upon the referring agencies the importance of turning in registration slips upon the day they are due. It was also suggested that the following registration card be printed for future use:

REGISTRATION FOR PITTSBURGH DAY CAMPS
.....District

Name of Applicant Age.....
Address Color.....
School Grade..... Sex.....
Referring Agency Worker's Name.....
Father's Name..... Mother's Name.....
Consent of parent or guardian secured.....

Check period desired:
July 2—7.... July 30—Aug. 3....
" 9—13.... Aug. 6—10....
" 16—20.... " 13—17....
" 23—27.... " 20—24....

(Do not write below this line)

.....District Community Council.....Registrar

The following was printed on the other side of the 6" x 8" card used:

Activity	INTEREST DISPLAYED				
	Mon.	Tues.	Wed.	Thurs.	Fri.
Athletics .....	.....	.....	.....	.....	.....
Handcraft .....	.....	.....	.....	.....	.....
Nature .....	.....	.....	.....	.....	.....
Dramatics .....	.....	.....	.....	.....	.....
Music .....	.....	.....	.....	.....	.....
Social Reaction: Good Mixer.....	.....	.....	.....	Seclusive.....	.....
Remarks or recommendations:					
Medical Examination:					
*** Excellent; ** Fair; * Poor					
	.....Counsellor				

A Tin Can Carnival

(Continued from page 194)

packed fruit which has been frozen in the can, sliced, and placed in a bed of lettuce with dressing on top. Red and green cherries, chopped or whole, placed atop the salad will give an attractive touch of color. For a larger group a punch bowl with informal service should be provided. A serving cup of tin can ware would be most appropriate. If the group is small and tables are used, each should be centered with a large tin can flower pot holder containing a plant.

A clever favor, if one wishes to go that far, would be a tricky can opener that clamps onto the can and opens it with a few turns of the handle. Of course we are about to forget, with all these suggestions, that this is something of a depression

party; or perhaps we are touched by a spirit of returning optimism and expect our sales and tickets to cover the overhead and allow a nice margin! Again, it may be that we are just trying to be humanistic and bring a little cheer to our fellowmen with our gifts. Well, again your judgment as well as your sentiment will have to be consulted. Personally, we prefer sentiment.

May your carnival be a huge success!

On New Haven's Nature Trail

(Continued from page 197)

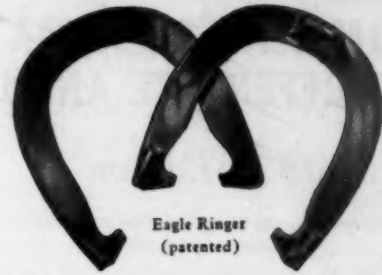
where it comes from, the story of the black birch that gives us wintergreen and of the shagbark, are all told along the interesting little trek into New Haven's virgin wilderness.

By far the most educative part of the trail is a section in the home stretch where a regular "what have you learned" questionnaire may be found. By ingeniously arranged tags questions concerning the high lights of the nature hiker's trip are asked and answered. If one has formed a wrong conclusion as to a bird, a tree or a plant along the trail, it is immediately cleared up by these little tags. For instance, if one has gained an erroneous impression that the branches of one type of tree are alternately placed along the trunk and the branches of another opposite, as are the human arms, the tags quickly tell the name of each.

The New Haven Municipal Bird and Nature Club meets weekly the year round; membership is open to any one over sixteen years of age. Frequent nature hikes and illustrated lectures are included in the club's program.

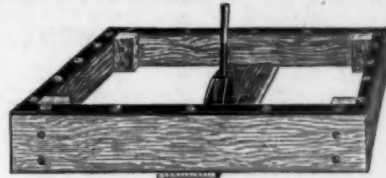
We have a special club house for this organization where weekly meetings are held. At these meetings from half an hour to an hour lecture is given on birds, trees, wild life or other nature subjects by authorities on each. Committees have been formed on each subject so that those interested especially in trees, wild life and birds may serve on the committees in which they are interested. Or if they are interested in all these subjects they may belong to all the committees. We believe that the membership of this club will increase to thousands and feel it to be one of the best services that we can give the people of New Haven, for through it we are interesting more citizens in our parks and are gaining increased support for future developments.

Taken from article "Increased Activities During Times of Depression," *Parks and Recreation*, October 1933.



DIAMOND

Install Diamond Pitching Horseshoe courts on your playground for a popular game that costs little to maintain. Diamond shoes and accessories are preferred by players everywhere. Beginners find Diamond shoes easy to pitch and old-timers demand them. Accurately made—perfectly balanced—will not crack or chip.



DIAMOND CALK HORSESHOE CO.
4610 GRAND AVENUE . . DULUTH, MINN.

How Volunteers Helped in Philadelphia

(Continued from page 199)

tunity they had ever had for decorating, serving tea, arranging parties, planning refreshments, and "fixing up" everything to their hearts' desires. They made touching pleas, many in letters, that the place be kept open during the winter so that they could go on with these projects, and they brought in the older girls and women to back them up. Out of this has grown the Radio Homecraft Clubs for every one interested—even the boys, and there are many of them! The project was carried on all winter by the director of the Tot Lot Playground over a local station. It has had the cooperation of schools, recreation centers, Legion Posts and clubs of all kinds.

We have learned two things from last summer's experience. One is that children, especially older boys and girls, can be used to great advantage on playgrounds if they are given some degree of responsibility. The other is that volunteers may be of immeasurable value if they are carefully selected from those who have had some training and experience.

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The Swimming Badge Tests

● Are you planning to make the swimming badge tests a part of this summer's playground program?

● For those passing the tests there is an attractive emblem of white felt embroidered in red which may be secured from the Association for 25 cents. Certificates also are available.

● 148 cities have ordered these emblems and certificates. Is your city one of these?

*A free copy of the tests may be secured
from the Association on request*



National Recreation Association

315 Fourth Avenue

New York City

From Game Room to Neighborhood Center

(Continued from page 201)

was 824. In January of this year, still with about 350 children resident in the Homes, the attendance was 6207.

Whatever changes have occurred in the past five years in the population of the neighborhood have been in the direction of a slight decrease. The conclusion seems inescapable that the tremendous increase in attendance at the social center is due entirely to an increasing real demand for such facilities among the residents in the Homes and the neighborhood. The problem of the Lavanburg Homes Social Center is no longer to prove experimentally whether recreational activities are a legitimate and wanted part of a housing project, but the embarrassing one of finding room enough to conduct such work adequately.

The Staff

The practical working basis for this program is an essential part of the story. Obviously, such work requires a staff. Who are they, and where do they come from?

From the beginning there has been one paid director, generally with one or two paid assistants. Beyond this small staff of professionals, the workers in the center are of two kinds. There are volunteers, from among the tenants, from organizations concerned with social work, and from university students in the city who have done field work here. A few tenants have earned a part of their rent by serving in the center.

By a similar arrangement, almost any housing project except, perhaps, those under pure private enterprise, could work out a scheme to staff a reasonably adequate recreation program. The greatest obstacle to the development of "social, recreational, and communal facilities" is not finding the people to do the necessary work in each project. It is rather that those responsible for planning effective ways to use Public Works funds may not appreciate in time how important a part of the whole housing problem the question of communal facilities is. The moral of the Lavanburg Homes experience seems to be that if a hundred families are given the space to play in, they will find the means for using it. But they must have the space.

New Books in the Leisure Time Field

A Guide to Civilized Loafing

By H. A. Overstreet. W. W. Norton and Company, Inc., New York. \$2.00.

A TRULY DELIGHTFUL book, this handbook on the art of living, which makes the adventure of leisure a very fascinating one. A few of the chapter headings give a hint of the pleasure in store for one who reads this book: The Fun of Handling Materials; Being Social; Being Alone; Adventuring with Thought; Enjoying Where We Are; We Go Wandering; Taking Some Things Seriously, and Just Fooling Around.

Pad and Pencil Puzzles

By Gladys Lloyd. Thomas Y. Crowell Company, New York. \$1.00.

FOR THOSE who enjoy having their minds challenged by the elusive puzzle here are forty pad and pencil puzzles, including missing words, abbreviations, incomplete sentences and other brain teasing devices—some easy, others more difficult. A combination of puzzles will make a progressive pencil and paper party.

The Paid Worker Plus the Volunteer in Music

By C. M. Tremaine. National Bureau for the Advancement of Music, 45 West 45th Street, New York.

POINTING OUT that there never will be enough money available to take care of even a small percentage of the need for leadership in educational, social and recreational activities. Mr. Tremaine urges the use of volunteers in the leisure time program and cites the value of the services such volunteers can give. While he emphasizes the need for volunteer leaders in the field of music, Mr. Tremaine's presentation will be of interest to workers in all fields of civic endeavor. The pamphlet also tells of the work of the National Bureau for the Advancement of Music and of the service it renders. This booklet is available free to directors of organizations.

Enjoy Your Museum

Edited by Carl Thurston. Esto Publishing Company, Pasadena, California. \$.10 each.

HERE IS an interesting series of eight pamphlets designed to help people who are looking at works of art or at reproductions of them to get more pleasure from them. They have the advantage of being simple, direct and practical, and inexpensive. The subjects with which they deal are painting, water colors, prints, etchings, pottery and porcelain, Hopi pottery, Navajo rugs, and sculpture.

Toward Fuller Living Through Public Housing and Leisure Time Activities

By Abraham Goldfeld. The National Public Housing Conference, 112 East 19th Street, New York. \$.25.

IN THIS booklet Abraham Goldfeld, Executive Director, Lavanburg Foundation, presents a study of the social, recreational and educational activities carried on in five of the better known housing projects in the New York metropolitan area. These include Sunnyside, Radburn, New Jersey, the Lavanburg Homes, the Dunbar Apartments—a Negro housing project, and the Amalgamated Houses. Mr. Goldfeld makes a strong plea for the provision of recreational activities. "In the future the success of the public housing movement will be measured chiefly on the basis of its contribution toward making human life happier and richer. Fruitful and satisfying use of leisure time is one of the ways to be happy. Public housing bodies therefore cannot fail to take this splendid opportunity to include in their plans facilities for leisure time activities."

Working Together For Highway and Community Beautification

By Ernestine Perry. Published by National Highway Beautification Council, 60 Sherman Street, Springfield, Massachusetts. \$1.00.

THIS PAMPHLET discusses a subject which is becoming increasingly important as people are awakening to the need for safety and beauty along our highways. State departments, the press, organizations and individuals are now demanding good-looking roads as well as good roads. The Federal government has recognized this demand by permitting Federal road aid funds to be used for planting trees along Federal aid highways. The pamphlet tells of projects which have been initiated, suggests methods of organizing highway beautification contests, and offers sources of information.

Gymnastics, Tumbling and Pyramids

By J. H. McCulloch, A.M. W. B. Saunders Company, Philadelphia. \$2.00.

THROUGH DIRECTIONS given in this book the student is led into the practical study of gymnastics, tumbling and pyramids. Tumbling stunts are concisely described and clearly visualized by step-by-step pictures. Instruction is given in the use of a number of pieces of gymnastic apparatus, and pyramids and their construction are covered in an unusually interesting section describing the formation of many pyramid groups requiring from three to twenty students. There are 265 illustrations in the book.

The Planning and Construction of School Buildings.

Edited by Guy Montrose Whipple. Public School Publishing Company, Bloomington, Illinois, \$1.75 paper bound; \$2.50 cloth bound.

The thirty-third Yearbook (Part I) of the National Society for the Study of Education is devoted to the planning and construction of school buildings, and is the work of a committee of educators of which Professor N. L. Engelhardt of Teachers College, Columbia University, is Chairman. The report is divided into six sections: I. The Philosophy of the School Plant; II, School-Plant Planning Policies; III, Educational Services; IV, Architectural Services; V, Constructional Service, and VI, Financial Aspects of the Problem.

Care and Feeding of Hobby Horses.

By Ernest Elmo Calkins. Leisure League of America, 30 Rockefeller Plaza, New York. \$25.

A delightful booklet by one who has found the secret of spending his time joyously. "Whatever you do with that spare time of yours," says Mr. Calkins, "it should be something that gives you keen delight. If it doesn't, then it is not a hobby—at least for you. You have guessed wrong and should begin all over again."

Mr. Calkins under the classifications "The Things You Might Do," "Doing Things," "Making Things," and "Acquiring Things," suggests how to avoid making mistakes in choosing hobbies. The booklet contains a comprehensive bibliography.

The Way of Understanding.

By Sarah Louise Arnold. Foreword by Lou Henry Hoover. Girl Scouts, Inc., New York. \$50.

In 1925 Sarah Louise Arnold was elected president of Girl Scouts, Inc., and served until 1928 when she became honorary vice-president. In this booklet Miss Arnold, who has written many books during her career as an educator, has brought together the talks she has given Girl Scouts at conventions of leaders or rallies of girls. They are full of homely wisdom and human interest, and have much to offer every leader of young people as well as the young people themselves.

Books of General Interest for Today's Readers.

Compiled by Doris Hoit. Available from American Library Association, 520 North Michigan Avenue, Chicago, Illinois. \$25.

This annotated list of nine hundred readable books suitable for use in C. C. C. camps, classes conducted with C. W. A. funds and other educational activities being carried on by the government and other agencies, was compiled at the New York Public Library under the auspices of the American Library Association and the American Association for Adult Education, in co-operation with the United States Office of Education.

Character Education in Soviet Russia.

Edited by William Clark Trow. Translation by Paul D. Kalachov. Ann Arbor Press, Ann Arbor, Michigan. \$1.25.

The step recently taken by the United States government in recognizing the U. S. S. R. makes it increasingly important that the American people understand something of the educational and recreational forces at work in Russia, as well as the economic. This interesting book deals primarily with the Young Pioneer Organization for children and youth whose prime object is "political"—to make citizens. A second objective is social knowledge and participation in the economic construction of the country. A third is cultural and recreational. "Games are played; motion pictures, theatres and concerts are attended; picture galleries and museums are visited; group songs, hikes and physical exercises have their place. Books are read and discussed. Radio sets are constructed, and so on through the list of things children and young people like to do."

This book cannot fail to be of interest to recreation workers and to all leaders of youth in America.

Education in the Recovery Program.

Office of Education. U. S. Department of the Interior. Government Printing Office, Washington, D. C. \$10.

In this booklet, a reprint from *School Life*, Dr. George F. Zook, Commissioner of Education, summarizes the extent of the impact of the national recovery program on education and gives a panoramic view of education as it is in the recovery program today. New Federal agencies are described, the F. E. R. A. education program is outlined, facts are given about the program in action and the Emergency Nursery Schools, and there is information about the educational program of the C. C. C. camps and public works for public schools.

Mobilizing Unemployed Rural Young People for Growth.

Southern Woman's Educational Alliance, 401-2 Grace-American Building, Richmond, Virginia. \$25.

Constructive programs of study and activity are suggested, in this mimeographed bulletin, to rural communities and counties and to interested groups, agencies, institutions and individuals. Not only programs and sources of help are given but the services of the Alliance are outlined. The Alliance has also published a number of inexpensive mimeographed bulletins of interest to rural leaders and an informal magazine, "Growing in the Emergency," issued at six cents a copy.

1000 and One.

The Blue Book of Non-Theatrical Films. The Educational Screen, Chicago, Ill. \$75.

The tenth edition of this list of films is carefully classified, and information is given which will help the prospective user in making his choice, in knowing where to secure the films and in obtaining the technical information necessary.

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